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IDENTIFIERS Alabama

ABSTRACT

A Federally-sponsored summer institute, the 1971 adult basic education (ABE) teacher training institute at Alabama State University was an in-depth study directed to the identification and solution of crucial problems of rural poor adults. The 100 institute participants, representing 16 states, were ABE administrators and teachers and personnel from other Federally-funded adult programs, who contributed varying experiences and cultural backgrounds. Results of an inventory survey determining vital problems of rural adults revealed five problem areas, which were used to form task force groups for the institute: (1) improving management skills for ABE teachers, (2) problems of consumer education, (3) crucial problems in health and nutrition, (4) identifying and using community resources and agencies in ABE, (5) interpersonal relations among rural adults. The nine workshop addresses, focusing on various aspects of the five problem areas, are included. Each participant was administered a pre-test and a post-test to determine changes in concepts, attitudes, beliefs, or behaviors. Outcomes of the institute were increased knowledge, skills, and leadership for ABE personnel as well as greater sensitivity for the rural adult learner. A 25-page appendix contains supplementary institute information. A separate follow-up institute study pamphlet is also included. (EA)

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TEACHER TRAINING INSTITUTE ADULT BASIC EDUCATION



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Presented by
United States Office of Education
Adult Basic Education
and
Alabama State University
July 19 to August 6, 1971

CE002960

TEACHER TRAINING INSTITUTE ADULT BASIC EDUCATION



**Presented by
United States Office of Education
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MEMORANDUM FOR THE RECORD

The following is a summary of the discussion of the subject of the above captioned item which took place at the meeting of the Board of Directors of the American Medical Association held on the 10th day of June, 1934, at the Hotel Mayflower, Washington, D.C. The subject of the discussion was the proposed amendment to the Constitution of the American Medical Association which was proposed by the American Medical Association Council on the 10th day of June, 1934. The proposed amendment was to change the name of the American Medical Association from "American Medical Association" to "American Medical Society". The proposed amendment was discussed by the Board of Directors and it was decided that the proposed amendment should be referred to the American Medical Association Council for their consideration. The Board of Directors also decided that the American Medical Association Council should be authorized to make such changes in the proposed amendment as they may deem proper.

The following is a summary of the discussion of the subject of the above captioned item which took place at the meeting of the Board of Directors of the American Medical Association held on the 10th day of June, 1934, at the Hotel Mayflower, Washington, D.C. The subject of the discussion was the proposed amendment to the Constitution of the American Medical Association which was proposed by the American Medical Association Council on the 10th day of June, 1934. The proposed amendment was to change the name of the American Medical Association from "American Medical Association" to "American Medical Society". The proposed amendment was discussed by the Board of Directors and it was decided that the proposed amendment should be referred to the American Medical Association Council for their consideration. The Board of Directors also decided that the American Medical Association Council should be authorized to make such changes in the proposed amendment as they may deem proper.

[illegible]

On March 26, 1971, the program was suspended again in response to a request by the Office of Education. By June 26, 1971, OSHA had no further contact with the program, and this incident appears to have ended the program. On July 1, 1971, OSHA announced that because of the lack of response to its request for a final assessment, permit and an extension, the program would be suspended. The program of general efforts of OSHA Department of Education and Health is also the subject of the report on OSHA.

(b)(1)

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1. **General Information**

1.1. **Name:** [Name] [Address] [City] [State] [Zip]

1.2. **Phone:** [Phone Number]

1.3. **Age:** [Age]

1.4. **Gender:** [Gender]

1.5. **Occupation:** [Occupation]

1.6. **Education:** [Education]

1.7. **Marital Status:** [Marital Status]

1.8. **Number of Children:** [Number of Children]

1.9. **Religion:** [Religion]

1.10. **Political Affiliation:** [Political Affiliation]

1.11. **Other Information:** [Other Information]

1.12. **Signature:** [Signature]

1.13. **Date:** [Date]

1.14. **Witness:** [Witness]

1.15. **Notary Public:** [Notary Public]

1.16. **Other:** [Other]

1. **INTRODUCTION**

The purpose of this study is to investigate the effects of various factors on the performance of a system. The study is organized as follows: Section 2 describes the system and the factors being investigated. Section 3 presents the experimental design and the results of the experiments. Section 4 discusses the implications of the results and the conclusions of the study.

Section 2. **SYSTEM DESCRIPTION**

The system under investigation is a computer system consisting of a central processor and a number of peripheral devices.

The factors being investigated are the number of peripheral devices, the type of peripheral devices, and the type of central processor.

The results of the experiments are presented in Table 1. The table shows that the performance of the system is affected by the number of peripheral devices, the type of peripheral devices, and the type of central processor.

Section 3. **EXPERIMENTAL DESIGN**

The experimental design is a factorial design with three factors: the number of peripheral devices (2, 4, 8), the type of peripheral devices (disk, tape, card), and the type of central processor (mainframe, minicomputer, microcomputer). The results of the experiments are presented in Table 1.

Section 4. **DISCUSSION**

The results of the experiments show that the performance of the system is affected by the number of peripheral devices, the type of peripheral devices, and the type of central processor. The performance is generally better for a larger number of peripheral devices, for a faster type of peripheral device, and for a faster type of central processor.

Section 5. **CONCLUSIONS**

The study has shown that the performance of a system is affected by the number of peripheral devices, the type of peripheral devices, and the type of central processor. The performance is generally better for a larger number of peripheral devices, for a faster type of peripheral device, and for a faster type of central processor.

THESE ARE THE RESULTS OF THE STUDY

1. The first result is that the study has shown that the results are very similar to those of the previous study. This is a very important finding as it suggests that the results are reliable and can be used to inform policy.

CONCLUSIONS

The study has shown that the results are very similar to those of the previous study. This is a very important finding as it suggests that the results are reliable and can be used to inform policy. The study also shows that the results are consistent across different groups and settings.

2. The second result is that the study has shown that the results are very similar to those of the previous study. This is a very important finding as it suggests that the results are reliable and can be used to inform policy.

3. The third result is that the study has shown that the results are very similar to those of the previous study. This is a very important finding as it suggests that the results are reliable and can be used to inform policy.

4. The fourth result is that the study has shown that the results are very similar to those of the previous study. This is a very important finding as it suggests that the results are reliable and can be used to inform policy.

5. The fifth result is that the study has shown that the results are very similar to those of the previous study. This is a very important finding as it suggests that the results are reliable and can be used to inform policy.

Department of Education served as resource persons to each of the five Task Forces throughout the Institute. Their services were a great factor in keeping each of the groups intact and in keeping the goals of the Institute ever in the minds of the participants. Other agencies rendering invaluable services to the program were AMIDS and Link Enterprises, who set up a learning laboratory and furnished other mass media, specifically stressing the importance of consumer education for teachers of the rural adult. Staff from Opportunities Industrialization Center (OIC) greatly strengthened the Institute by working with each of the five Task Forces in each content area. The resources of both OIC and AMIDS, as well as those of Link Enterprises, were made available to participants and staff of the Institute. Staff members of Employment Security, Public Health and Welfare, Project Directors of other ABE programs, ABE State Directors, and local ministers and civic leaders served as resource persons to the various Task Forces of the Institute.

- E. **The Consultants:** The individuals who served as consultants came from several academic disciplines. Some of the consultants were in higher education in the area of adult or continuing education. Some were in higher education, but not specifically in the area of adult education. Others were on the staffs of public schools, but had had extensive experience in ABE. However, from the formal presentations made by the consultants, it could be readily seen that each had had some experience in living in the rural areas and had great insights into the problems of the rural adult. Though the consultants were asked to direct their presentations to a specific content area of the Institute (in order to insure complete coverage of the five content areas) most of the consultants attempted to show relationships between the area that they used as a specific area of interest and the other four content areas. This cross-disciplinary approach by the consultants was quite stimulating and profitable. The consultants were secured from seven states of the southeastern region of the United States and Washington, D.C.

The services of the consultants cannot be overestimated. In most instances after the consultants had made their formal presentation to the general assembly during the morning session, they spent the afternoon with the particular Task Force in whose area they had specifically addressed their presentation. During this session, the Task Force could really get down to the "nuts and bolts" of the problems.

Some of the highlights of the formal papers presented by the consultants will be given in Part Two of this report.

- F. **The Resource Persons (Instructors):** The resource persons helped to guide and direct the learning experiences of the participants in the five Task Forces. They assisted the various groups and individuals in the identification of vital problems and in the development of systematic, logical solutions to the problems. Thus, the five resource persons were not mere instructors of the traditional type. Rather they were the ones who helped to establish the academic climate wherein the potential of participants and staff could be utilized and developed to the fullest extent. In this manner, leadership shuttled back and forth from resource person to participants, and vice versa. In such a situation, the resource person was both leader and follower. Participants were given the opportunity to fulfill the same roles, that is, leader and follower, learner and teacher.

It should be emphasized that the effectiveness of the five resource persons (as they worked with their assigned Task Forces) was greatly determined by the rapport that they were able to establish with their group; their skill and finesse in group dynamics; their ability to relate to people having different ideals, ideas, biases, and subscribing to different philosophies of life and of education. This thesis indicates that the Institute was people-problem-centered, as opposed to the traditional "subject-matter" centered approach in teaching and learning. The "center of interest" in each of the Task Forces was people and the problems that beset them (in the five content areas selected for investigation by the Institute staff). This thesis of the Institute suggested that it required (as resource people) individuals *who know people; understand people; like people; and who care about what happens to people*; individuals who realize the importance of treating each person as an individual of worth and dignity. These are the types of resource persons that were sought for the Institute.

VII. Expected Outcomes of the Institute

Considering the Institute purposes and design; the capability of the Institute staff; the potential of the various resource persons and agencies that were engaged in culminating the project, it seems reasonable to expect the following outcomes of the Institute: 1) an increase in the number and capability of ABE teachers who are more sensitive to the crucial problems of rural adults; 2) the emergence and development of more effective leadership that is so decidedly lacking in rural communities among the rural poor; 3) the strengthening of linkages between various service agencies to the extent that cooperative - rather than duplicate - effort will be used in tackling problems of the rural poor adult; 4) extension of the lines of communication between the rural poor and other individuals, groups, and agencies of the community; 5) more evidence of involvement of the rural poor in considering problems that concern them; and 6) a greater awareness by the public at large, of the purposes, programs, and importance of ABE to the rural adult. And, increased knowledge and skills of ABE personnel in working with, and developing empathy for, the rural adult learner. Finally, the development of new approaches and more comprehensive points of view by ABE teachers as they engage in the intricate tasks of helping rural adults to identify and solve their problems.

VIII. Evaluation and Assessment

- A. **Evaluation:** Evaluation of the Institute was both formal and informal; continuous and summative. During the first day of the Institute each participant was administered a pre-test (see Appendix) to determine concepts, attitudes, beliefs, and behaviors relative to ABE. During the last week of the Institute, a post-test was administered to the participants to determine what extent, if any, there had been changes in concepts, attitudes, beliefs or behaviors. The evaluation was developed and administered by a member of the Alabama State University staff under the direction of the University of Alabama. Informal evaluations were conducted through the means of informal interviews and chats with the participants, the staff, the consultants, and officials of the State Department of Adult Basic Education. Provisions were made for daily evaluations in the Task Forces and inter-group meetings.
- B. **Assessment:** The purposes of the Institute were set forth in such a manner that assessment, relative to accomplishment of purposes, could be made readily. However, the most effective feature and the most desirable outcome of the Institute appeared to be the Institute process wherein individuals with varying experiences, cultural backgrounds, and beliefs could come together and weld themselves into a cooperative unity thereby providing a more desirable atmosphere in which to identify problems and seek solutions to them. Also, the wide diversity of participant experiences assured that the problems would be considered and tackled from many different approaches. It is hoped that the developmental process through which the Institute operated will serve as a model of approach when each of the participants attempts to solve problems on the local level in his own state.

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OFFICERS OF THE ADMINISTRATION

The President



Dr. Levi Watkins

It is with justifiable pride that Alabama State University welcomes you to this National Adult Basic Education Institute for Teachers of Rural Adults. We are pleased to have the opportunity to share the University's expanding facilities and educational resources for such a worthy venture.

Our inexhaustible hospitality and the cheerful, capable services of all Alabama State University people are at your command. May your three-week stay on our campus be purposeful, pleasant, and profitable.

The President's Office stands ready to provide any services that it can.

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Academic Affairs



MR. LEOTIS FETERMAN
Business Affairs



MR. HENRY SPEARS
Development



MR. ARNOLD QUARLES
Student Affairs

ALABAMA STATE UNIVERSITY
Montgomery, Alabama

Adult Basic Education Institute
July 7/8 to August 6, 1971

Monday, July 19

8:00 a.m. - 9:00 a.m.	Institute Registration
9:00 a.m. - 9:45 a.m.	General Assembly Welcome Message Dr. Levi Watkins, President Alabama State University Introduction Mr. Norman Parker, Coordinator Adult Basic Education, Alabama Orientation Dr. Marshall L. Morrison, Director ABE Institute
9:45 a.m. - 10:00 a.m.	Coffee Break
10:00 a.m. - 11:00 a.m.	Speaker: Dr. George W. Gore
11:00 a.m. - 11:30 a.m.	Constitution Reader Panel
12:00 Noon - 1:00 p.m.	Lunch
1:00 p.m. - 2:45 p.m.	Group Sessions
2:00 p.m. - 4:00 p.m.	Task Force
7:00 p.m. - 8:00 p.m.	Hospitality Hour, Alabama Room

Tuesday, July 20

8:30 a.m. - 9:45 a.m.	Task Force
9:45 a.m. - 10:00 a.m.	Coffee Break
10:00 a.m. - 11:00 a.m.	Speaker: Dr. John M. Peters Project Director ABE University of Tennessee Knoxville, Tennessee "The Concepts of Society and Culture and Their Relevance to Adult Basic Education"

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DR. JULIA EVANS



DR. MARSHALL L. O'CONNOR



MR. C.E. STANLEY



MRS. DORIS SANDERS

11:00 a.m. - 11:30 a.m.	Continental Breakfast Panel
12:00 Noon - 1:00 p.m.	Lunch
1:00 p.m. - 4:00 p.m.	Self Study
7:00 p.m. - 8:00 p.m.	Special Session

Wednesday, July 21

8:00 a.m. - 8:45 a.m.	Self Study
8:45 a.m. - 10:00 a.m.	Coffee Break
10:00 a.m. - 11:00 a.m.	Session 4b: James G. Thompson Executive Secretary National Association for Public Libraries and Adult Education Washington, D. C.
12:00 Noon - 1:00 p.m.	Lunch
1:00 p.m. - 4:00 p.m.	Self Study
7:00 p.m. - 8:00 p.m.	Special Session

Thursday, July 22

8:00 a.m. - 8:45 a.m.	Self Study
8:45 a.m. - 10:00 a.m.	Coffee Break
10:00 a.m. - 11:00 a.m.	Session 4b: John Farrow Education Extension Specialist Oregon State Library Corvallis, Oregon "Books, Buses, or Both?"
	Dr. Billy J. Brown, Deputy Commissioner
11:00 a.m. - 11:30 a.m.	Continental Breakfast Panel
12:00 Noon - 1:00 p.m.	Lunch
1:00 p.m. - 4:00 p.m.	Self Study
7:00 p.m. - 8:00 p.m.	Special Session

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THE
CONSTITUTION

OF THE UNITED STATES OF AMERICA

Article I
Section 1
All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2
The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

Section 3
The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for a Term of six Years; and each Senator shall have the Qualifications requisite for Senators of the most numerous Branch of the State Legislature.

Section 4
The Times, Places and Manner of holding the Elections of Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of Elections.

Section 5
The Congress shall have Power to regulate the Election and Term of Service of Senators and Representatives, and to make or alter such Regulations, except as to the Places of Elections.

Section 6
The Congress shall have Power to regulate the Election and Term of Service of Senators and Representatives, and to make or alter such Regulations, except as to the Places of Elections.

6. That they were likely to be superstitious because they were subjects of custom, tradition, and illiteracy.
7. That they were likely to be suspicious because they felt that the "cards", as shuffled by society, were stacked against them.
8. That they *appeared* to be irresponsible because no one had ever trusted them with a responsibility.
9. That they were likely to assume the "I don't give a damn attitude" because no one had ever listened to them in the decision-making process.
10. That they were likely to be low academic achievers because the teachers representing society and the establishment had low expectations of them.

After having identified some of the characteristics of the rural adult and listing and discussing reasons for his behavior, the next logical step seemed to have been to determine the type of teacher needed to change the attitude and the behavior of the rural adult. Reading, research, and group discussions indicated that the following characteristics were desired for ABE teachers who would be working with rural adults in deprived areas:

1. Teachers who could, and would, accept all individuals as persons of worth and dignity, regardless of race, color, creed, or socio-economic status (SES).
2. Teachers who exercise *empathy* in dealing with the learner. That is, teachers who were willing to put themselves into the place of the learner.
3. Teachers who exercise patience in dealing with the learner. The teacher who was never in too big a hurry to help the learner with personal problems.
4. Teachers who know how to listen. Many times the crucial problem of the adult learner is to simply have someone to listen to him.
5. Teachers who are unafraid to say to the learner, "I don't know. Let's find out." Many times the experiences and knowledges of the ABE learner far exceed those of the teacher in many areas.
6. Teachers who know how to communicate with the rural adult on his own level of understanding and linguistic usage; accepting the concept of English as a second language.
7. Teachers who have an inherent love for people, and who have a great concern for what happens to people.
8. Teachers who realize that each person is a unique individual and gear their instructional program to coincide with this premise.
9. Teachers who are unafraid of innovative, creative methods and procedures and utilize these to the fullest extent.
10. Teachers whose courses of study are "people-centered" and "problem-centered" rather than subject-matter centered.

Basic Assumptions.

During the early stages of problem development, certain basic assumptions were developed and set forth

by members of Task Force I and the validity of this investigation rests upon the acceptance of these assumptions:

1. Communication is an interactive process; a two-way street, that results in the interchange of ideas.
2. Spoken and written words are not the only means of communication. The illiterate and semi-illiterate adult, being a victim of a "restricted language" often uses, and more often becomes, an expert in the use of non-verbal means of expressing himself and communicating ideas. This he does through facial expressions, the eyes, bodily movements, etc. And, since he realizes his deficiency in the area of the written and spoken word, he becomes an expert in reading and interpreting the non-verbal language used by even those who can write or speak fluently.
3. Illiterates and semi-illiterates only *appear* to be non-communicative because they fear to use a means of speaking or writing in which they lack the necessary skills, consequently, rather than risk being ridiculed, they prefer to maintain their silence when around other more well-trained groups, that is, unless they become overwhelmed with anger or emotions.
4. Individuals, whether adolescents or adults, are likely to become more communicative when they are involved; when they feel that what they say really counts; when the situation under discussion is relevant to their interests, wants, and needs.
5. Disadvantaged adults are more likely to be communicative when the issue or discussion is centered around something familiar, or is based upon their past experiences, or is expressed in terms that he understands.
6. Finally, communications do not occur in a vacuum. Communicators must have something based upon their interest to communicate about.

Thus it appears that the assignment of Task Force I in the area of communications, forms the heart and the core of the assignments of the other four Task Forces. This is to say that in order to secure and utilize community agencies and resources to the fullest extent, communication is necessary; in order to secure and utilize health agencies we must have communications; many problems develop in the area of consumer education for lack of clear-cut understanding of the parties involved due to non-communications; and, many a problem develops in the area of interpersonal relations simply for the lack of clear-cut communications. However, the specific assignment of Task Force I was to investigate the problem of the rural adult in the area of communications as it relates to recruitment, retention, and accountability. And, although Task Force I often referred to problems of communication in many other areas, for the most part it attempted to address itself to problems in its assigned areas.

I. Recruitment

In its simplest form, recruitment has to do with the problem of getting the adult back into the classroom in an ABE class. This is no small problem. For reasons cited in a previous paragraph, the adult may have specific reasons for not wanting to return to school. Among a few of these reasons may be 1) he remembers too well the unpleasant school experiences that caused him to leave school in the first place; 2) he has no desire whatever to repeat that unpleasant experience; 3) he is conscious of his age and size, and in many cases feels ashamed to return to a reminder of his many failures; 4) he fears that he will be encountered with the same methods and materials that caused his failure as an adolescent; 5) he has a poor image of self and has a great sense of insecurity; 6) and finally, he sees other kids, who like himself, are daily being pushed out of school by a school system that is irrelevant and not geared to their interests and needs. So, he is more likely to say, "To hell with the damned mess."

The last statement gives rise to an important need that was also listed in a previous paragraph, the

type of teacher needed for the rural and deprived adult. Many solutions for the problem of recruitment have been advanced. Among these are the use of mass media, the radio, TV; personal calls on the telephone; personal letters to the recruit — though it is difficult to discern what effect a letter to an illiterate would have; door-to-door campaigns; announcements from the pulpits on Sunday; person-to-person contacts with the illiterate; and others too numerous to mention. However, despite the effectiveness of all these and others, Task Force I decided that the most effective instrument for recruiting the ABE learner in the rural areas was a dedicated teacher with definite commitments; who could relate with all types of people; who was concerned with what happened to people, and about people; who attempted to see the problem from the viewpoint of the learner; who always had the time and took the time to be concerned with the personal problems of the pupil; who was courageous enough to accept people as they are, and for what they are; a person who was willing to take a look at self and be willing to accept self before attempting to evaluate others; and finally, a teacher who exercised empathy in dealing with all people regardless of their socio-economic status (SES).

- A. **The Underlying Philosophy:** From the outset of the Institute, Task Force I attempted to establish a climate for interaction and learning that would result in the development of a rationale for coordinated and cooperative group effort. The purpose of this procedure resulted in the evolution of the following philosophy: 1) We believe in the worth and the dignity of each individual regardless of race, color or creed; 2) we believe that for each *expressed* right there is a corresponding *implied* responsibility; 3) we believe that individuals that are to be *affected* by the decisions have an inherent right to *share* in the making of the decisions; and 4), in order to fully take advantage of the ability to communicate, certain fundamental skills are essential, viz. knowledge of signs and symbols, reading, writing, and arithmetic, and this above all, a knowledge of, and a love for people.

In investigating the problems of recruitment, several facets of the problem were considered. However, the following rationale was used in the investigation: 1) the identification of the problem; 2) the apparent cause or reason for the problem; and 3), the suggested solution of the problem. Time nor space will permit the listing of all problems investigated. A few will be listed as an example of the activities of Task Force I.

- B. **Problem One:** How may the local ABE teacher develop techniques and methods that may provide a more personalized approach in recruiting ABE learners? That is, how may recruitment on a one-to-one basis be made with prospective students?

1. **Causes of the Problem:**

Many semi-illiterate adults, particularly those in rural areas, are suspicious of "outside people" who do not appear to belong to the social and economic environment of the local community. Thus, it makes it quite difficult for a stranger in the neighborhood to successfully engage in a program of recruitment for ABE students.

2. **Suggested Solutions:**

Recruitment is likely to be more successful when it is done by someone who is known in the community and one who is trusted by the individuals that are being recruited.

The recruiter — on a one-to-one basis — should set the tone for natural acceptance of the individuals to be recruited. This requires that the recruiter knows and respects various cultural backgrounds of the prospective students. Thus, peers of those to be recruited often make the best recruiters. Oftentimes, satisfied students of the successful ABE teacher make the best recruiters.

- C. **Problem Two:** Obviously the written word or the printed page is quite an inadequate method for recruiting the illiterate ABE learner. This situation gives rise to the problem: How may Mass media (other than print) be developed and utilized for promoting the recruitment program?

1. **Causes of the Problem:**

Since the printed page does not stimulate much interest for the individual who is unable to read, this indicates that other more effective means must be used in recruiting the ABE learner.

2. **Suggested Solutions:**

The following methods and/or techniques may be used effectively in reaching the undereducated.

1. Use radio spot announcements and student testimonials of the program experience.
2. Have taped student interviews made available for use in public places (community centers, social service offices, churches, etc.)
3. Promote free time from local TV and radio. Make use of areas recognized by the TV personality, viz. the local disk jockey.
4. Have sound truck campaign at local shopping centers and other neighborhood areas.
5. Solicit the assistance of civic groups, viz. the Women's federated clubs; the Jaycees and the Jaycettes. Have other interested civic organizations to sponsor door-to-door campaigns.
6. Publicize the ABE program through the pupils of the public schools. Many potential ABE students are parents of pupils in school.
7. Solicit the assistance of business and industry in recruiting pupils for the program.
8. Use the telephone pool. Have ABE pupils, friends and acquaintances make frequent calls to possible ABE students suggesting their enrollment in the program.

D. **Problem Three:** The problem of transportation in getting the ABE student to and from the learning center is difficult.

1. **Causes of the Problem:**

Rural people usually do not have access to enough money to provide them transportation to the learning center. Often in an effort to place the center in a central location, the learning center is far removed from rural adults who live in remote areas of the county. Also, the time schedule of the classes often conflicts with the student's family obligations and work schedules.

2. **Suggested Solutions:**

The group suggested the following solutions for the ABE Program confronted with the problems of transportation and time:

- a. Investigate the possibility of volunteer transportation facilities through community agencies, viz., Women's Council of Churches; Women's federated clubs; the Rotary Club and others.
- b. Contact the superintendent of schools and the local board of education relative to the use of school buses to pick up ABE students.
- c. Investigate the possibility of "car pools" that may be arranged by members of the class having cars.
- d. Investigate the possibility of reimbursing volunteer drivers through cooperative action and effort of the community.

- e. Investigate the possibility of having community churches to sponsor transportation through its members on a weekly basis. That is, one church will assume the responsibility one week and another church the next week and so on. Many community churches own buses for transportation facilities. This plan will make it relatively easy to secure the transportation.
 - f. Whenever and wherever feasible, the learning center should be located where the people are. This will do much to diminish the problem of transportation. Also, the class schedule should be sufficiently flexible as to allow the pupil to attend class at his own convenience.
- E. **Summation:** Many problems seem to beset the ABE teacher in the area of recruitment. A number of these problems were identified and discussed by Task Force I. Among these were 1) the inability of many ABE teachers to converse with the ABE learner on the learner's level; 2) overcoming the frustration and fear that the ABE student encountered during his experience in school at an earlier date; 3) changing the attitude of society that "basic education is a learning process for children and children alone," overcoming the stigma of shame that the adult feels when he returns to elementary school; 4) helping the undereducated adult to more readily accept the challenge of change that he so greatly fears; and 5) securing teachers who look at the problem of recruitment from many other angles than the mere physical presence of the learner in the classroom. This is to say that in the attempt to recruit pupils the teacher should exert great effort and expertise in viewing the problem from a psychological, sociological and economical standpoint.

In attempting to develop *whom* the total resources of the community should be identified and utilized. Publication of the program is another technique that educators (especially ABE educators) do not use to its fullest extent. Many individuals in the community simply do not know of the existence of an ABE program nor what the program is all about. Efforts must be made to sell the program, but, as is true in any other ~~many~~ program, the product must be advertised and kept in the minds of the public before it is likely to be purchased. And, as mentioned in a previous paragraph, in the matter of selling the program the teacher is the key. Also, there is no greater selling power or force than a group of satisfied customers.

II. Retention

Retention as defined in this report means the ability of the ABE teacher and/or program to meet the interests and needs of the ABE learner in such a manner that the learner remains in the program until its completion or until he has reached his desired goal. As has been stated in a previous paragraph of this report, though recruitment poses a great problem for the ABE teacher, an even greater problem is keeping him in class once he has enrolled. Pupils may enroll in the program just for its novelty, but the acid test of the effectiveness of the program is whether or not the enrollee remains with the program until its completion.

Suggested Procedures for Retention:

1. Try to involve the trainee as much as possible in the total teaching and learning process.
2. Find out as much as you possibly can about the past experiences of the learner. Then, as much as possible, use these experiences as a basis or point of departure for the instructional program.
3. Attempt to insure relevancy of the training program by cooperatively setting goals or objectives. Then, as much as possible, see to it that all class activities lead toward these goals.
4. Not only realize, but utilize the fact that each learner is unique in that each has individual differences. Structure the program in such a manner that the individual differences of each can be satisfied and interests and needs met.

5. Take a personal interest in each of your pupils and in his personal problems.
6. Whenever the pupil is absent from class give him a phone call or write a note letting him know that you miss him in class, that you miss, too, the contributions he has been making in class.
7. Create and develop a climate for teaching and learning by treating each student as a person of worth and dignity. Learn to listen to the students and let them know that their thoughts and opinions count and are considered.
8. Never "talk down" to the pupil and never attempt to patronize him giving him undue praise for a minor or mediocre job, rather, level with the student for he will sooner or later find you out anyway.
9. Pupils for the most part believe in the manner that is expected of them. A wise teacher will avoid letting the pupil know that her expectations of him are low. Let the pupil know what your expectations of him are, and let him know that you believe that he has the ability to live up to those expectations.
10. Maintain a climate of cheerfulness in the classroom and try to develop a keen sense of humor, as both are contagious and will be caught by the student.
11. The teacher should never assume too much. She should not assume that because a particular learning exercise is easy for her that it is equally facile for the pupil. Also, she should not assume that because the pupil is deficient in one area that he is weak in all other areas.
12. The teacher should not strive at all times to maintain the leadership role. Rather the leadership should fluctuate or shuttle back and forth between teacher and pupil and vice versa. In many instances, the adult pupil, because of his vast experience, has more "know how" in a given area than does the teacher.
13. Discover and utilize as many community resources as possible. In most communities, even in rural areas, there is a vast reservoir of untapped resources that can be of immense help to teachers and pupils in rural areas. Use them.
14. Try to develop an esprit de corps by strengthening the lines of communication between pupil and teacher. This can be done by learning the language of the rural adult. Use formal English as a second language and allow him to maintain his dialect.

III. Accountability and/or Management

Accountability in this report has been defined as the willingness and ability of ABE teachers and personnel to assume responsibility for the success of the ABE trainees, not only while they are enrolled in the ABE program, but also to take some interest in, and assume some responsibility for, the ABE student once he has completed the course. Thus, accountability poses an even greater problem for the teacher than does either recruitment or retention. Unlike enrollees of the public schools - who are members of a captive audience that must remain in school at least during the compulsory attendance age - the ABE student must be enticed to enroll in the class, and he remains an enrollee only as long as he desires to remain in the class. The ABE teacher realizes this and many have done an excellent job of recruiting and retaining the undereducated. However, not too much progress has been made in the area of helping the adult learner to get off to a good start after he leaves the ABE classroom. Understandably, there may be several causes for this: 1) in many instances ABE teachers are also instructors in the public schools and time available may be a prohibiting factor, 2) having worked in the

public school - which in many cases is not enough accountability for pupil success - the teacher may feel that once the teacher has completed the course she has no further responsibility to the student. In reality, in some schools, the curriculum for adult learners, particularly those in adult programs, is inadequate who are academically slow and those who are either unable or unwilling to learn. Thus, some teachers feel their success has been fulfilled when they have helped the learner to write his name and master the basic elements of academic skills. As teacher educators in some systems are so frustrated, the many teachers are forced to resign in order to "make ends meet" financially. The biggest threat of the time that could be, and should be spent in attempting to follow up their former students. This may say the teacher is so busy worrying about the welfare of family and self that she has no time to think of the welfare of her pupils.

IV. Actions by Former Educators

Such acceptance, maturity, and personal growth to be achieved by the adult learner if he looks to the end of the course of his pupils who have completed the program and will have left the adult classroom. A few suggestions were all forth by Task Force I. This may be of some help in producing accountability for the adult and learner.

1. The greatest prime factor is accountability for the learner is the employment of competent teachers with infinite commitment to their profession and to their pupils.
2. The employment of adult personnel who like their job, like their pupils, and who can direct what happens to pupils.
3. Adult personnel who are willing to take time and receive pleasure in contacting learners, individually and in groups, to help the learner pupil to secure employment, to get a better job, or to receive much needed services provided by service agencies.
4. Adult personnel who will keep the public informed of the results and type of learner outcomes that are evidence for jobs, individualism trained by the adult program.
5. Adult personnel who will measure time on the pupils who have completed the course and are following up procedures to determine how they are getting along - whether or not the learning they have received has been utilized, maintained, and meaningful.
6. Adult personnel who will frequently send out questionnaires to former pupils soliciting suggestions from them as to how the program may be improved.
7. Adult personnel who will, at various times, have former students return to the class for the purpose of talking with the current class, making suggestions, and answering pertinent questions submitted by the class.
8. Adult personnel who will keep the issue of adult education open through former pupils. This may be a problem, may contact their former teacher for assistance, counsel or advice and the adult will be then know that the opportunity to do this is welcomed, and will really be something about it.

V. Task Force Comments

Perhaps the most surprising and fruitful outcome of the Task Force was the acceptance, criticism, and procedures used in achieving the original and current work of the Task Force. During the preliminary stages of Task Force development, several problems became apparent to the group in the opinions of the group were from various sections of the United States and even of neighboring states.

[illegible]

9

Task 1: (10 min)
Answer the questions

1. Understanding the Concept of Research in Learning Activities

The following text describes research in learning activities. Read the text and answer the questions that follow. The text is divided into three parts: (a) the purpose of research, (b) the types of research, and (c) the steps in the research process. The purpose of research is to find out more about learning activities and to improve them. The types of research are qualitative and quantitative. The steps in the research process are: (1) identifying a problem, (2) reviewing the literature, (3) formulating a hypothesis, (4) collecting data, (5) analyzing data, and (6) drawing conclusions.

a. What is the purpose of research?

The purpose of research is to find out more about learning activities and to improve them.

b. What are the types of research?

The types of research are qualitative and quantitative.

c. What are the steps in the research process?

1. The first step is to identify a problem. The problem should be a question that can be answered by research.

2. The second step is to review the literature. This means looking at what other people have written about the problem.

3. The third step is to formulate a hypothesis. This is a statement that you think is true about the problem.

d. How can research improve learning activities?

Research can improve learning activities by finding out what works best. For example, research can tell us whether a particular teaching method is better than another. It can also tell us what kinds of resources are most helpful for learning.

2. The Process

The process of research is a series of steps.

a. Identification of the problem. The first step is to identify a problem. The problem should be a question that can be answered by research.

1. Zusammenfassung

a. Produktkategorie: Automobil

- 1. Produktkategorie
- 2. Produktsegment
- 3. Produkttyp
- 4. Produktmerkmal
- 5. Produktvorteil
- 6. Produktanwendung
- 7. Produktanforderung
- 8. Produktanforderung

b. Zielkategorie: Automobil

- 1. Produktkategorie
- 2. Produktsegment
- 3. Produkttyp
- 4. Produktmerkmal
- 5. Produktvorteil
- 6. Produktanwendung
- 7. Produktanforderung
- 8. Produktanforderung

c. Produktkategorie: Automobil

- 1. Produktkategorie
- 2. Produktsegment
- 3. Produkttyp
- 4. Produktmerkmal
- 5. Produktvorteil
- 6. Produktanwendung
- 7. Produktanforderung
- 8. Produktanforderung

d. Produktkategorie: Automobil

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- 5. Produktvorteil
- 6. Produktanwendung
- 7. Produktanforderung
- 8. Produktanforderung

f. Produktkategorie: Automobil

- 1. Produktkategorie

1. The first step in the process of...
 2. The second step is to...
 3. The third step is to...
 4. The fourth step is to...
 5. The fifth step is to...

6. The process of... is a continuous one.

- a. The process is a continuous one.
- b. The process is a continuous one.
- c. The process is a continuous one.
- d. The process is a continuous one.
- e. The process is a continuous one.
- f. The process is a continuous one.
- g. The process is a continuous one.
- h. The process is a continuous one.

7. The process of... is a continuous one.

- a. The process is a continuous one.
- b. The process is a continuous one.
- c. The process is a continuous one.
- d. The process is a continuous one.
- e. The process is a continuous one.
- f. The process is a continuous one.
- g. The process is a continuous one.
- h. The process is a continuous one.

8. The process of... is a continuous one.

- a. The process is a continuous one.
- b. The process is a continuous one.
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- d. The process is a continuous one.
- e. The process is a continuous one.
- f. The process is a continuous one.
- g. The process is a continuous one.
- h. The process is a continuous one.

9. The process of... is a continuous one.

10. The process of... is a continuous one.

- a. The process is a continuous one.
- b. The process is a continuous one.
- c. The process is a continuous one.
- d. The process is a continuous one.
- e. The process is a continuous one.
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- h. The process is a continuous one.

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9. 下列各句中，加粗的词语使用不当的一项是（ ）

THEORY OF THE EARTH AND ITS HISTORY

The theory of the earth and its history is a branch of geology which deals with the origin and development of the earth and its various parts. It is a science which seeks to explain the processes which have shaped the earth and its features, and to determine the sequence of events which have taken place since the earth was first formed. The theory of the earth and its history is based on the study of the earth's rocks and fossils, and on the principles of geology. It is a science which is constantly developing, as new discoveries are made and new theories are proposed.

1. THE EARTH AND ITS HISTORY

The earth is a planet which is constantly changing. It is a planet which is shaped by the forces of nature, and its history is a record of the changes which have taken place since it was first formed. The theory of the earth and its history is a science which seeks to explain these changes, and to determine the sequence of events which have taken place.

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6. Elevate the health standards of the rural poor through improved methods of preparing government food commodities and less expensive foods
7. Develop strategy whereby the rural adult will become more cognizant of the free or inexpensive health services that are available to him and make use of these services frequently and without fear
8. Strengthen lines of communication between the ABE teacher, the service agencies, and those needing the service
9. Assist in the coordination of local, state, and federal effort to the extent that improved services will be increased and duplication of effort diminished
10. Help improve health conditions among the rural poor by helping to formulate programs that stress skills in consumer education
11. Help ABE teachers to become more sensitive to the problems of health in the rural areas by suggestions and development of more functional ABE instructional programs that give more consideration to health and nutrition

II. Basic Assumptions

The validity of the data submitted in this phase of the report is based upon the following assumptions:

1. Public health is an area that should be of serious concern to every member of society, and as such, like public education, should have the function of society's support.
2. We should exercise as much care and effort in preserving our *human* resources as we do in conserving our natural resources.
3. Education, economies, and counseling are great motivational factors in getting undereducated adults to utilize health agencies and services.
4. Health and nutrition are just as essential and basic to the ABE program and student as are reading, writing, and arithmetic.
5. A coordinated, unified effort of many agencies with one common goal is more effective than many single agencies having many single programs and varying goals.
6. Through a competent, creative ABE teacher, the rural adult can and will become more sensitive to the importance of health and nutrition.
7. In many instances the apparent apathy of the public toward health problems of the rural poor stems from ignorance — of the nature of the problem — rather than from indifference to the problem.
8. An enlightened and educated clientele is more sensitive to the importance of a healthful environment in which individuals may live and thrive; thus, a comprehensive ABE program staffed with competent, dedicated, instructional personnel seems to be the key in developing improved health services to, and for, the rural poor.

III. Factors Involved

Four factors appear to intensify the problems of the rural adult -- particularly in the area of health and nutrition; these factors are: 1) that the rural adult is, in many cases, both unemployed and unemployable; 2) he has a low educational status probably due to the fact that he has been a victim of sub-standard schooling; 3) he is often the victim of poor housing conditions -- which limit the acquisition of academic skills; and 4) he lacks socio-economic status (SES) that is so important in developing a positive self-image. These four factors seem to form a vicious cycle from which it is all but impossible for the victim to escape until and/or unless the cycle is broken. This is to say that the rural poor cannot secure employment because he lacks the necessary skills that may be provided by education; he is educationally deficient because housing conditions are not conducive to study and learning; also, zoning laws determine that he must attend sub-standard schools; his financial insecurity reinforces his insecurity in other areas thus destroying a healthy image of self; consequently the vicious cycle continues almost endlessly: poor self-image, poor education; poor education, inadequate employment; inadequate employment, poor housing; poor housing, poor self-image and inadequate education. Thus, the problems of the rural adult appear to be clustered around many lesser problems of a socio-economic-educational nature.

IV. Identification of General Problems in Health and Nutrition

Task Force III identified many types of problems in health and nutrition that beset the rural adult. The identified problems seemed to be interrelated with many other content areas of the Institute. This interrelationship facilitated interaction with other Task Forces in the identification and solution of problems. Though problems in health and nutrition vary from community to community, the Task Force identified some problems that appeared to be common to most communities. Some of the identified problems were 1) how to develop public awareness of the crucial problems of health and nutrition in rural adults; 2) how to remedy the practice of the rural poor who refrain from visiting the doctor until they are beyond the stage of effective medical assistance; 3) how to educate the rural poor relative to the advantages and importance of serums and "shots" for the cure and prevention of diseases; 4) how to remedy nutritional problems through consumer education; 5) how to improve nutrition through better preparation of food commodities furnished by federal and state governments; 6) how to remedy the practice of the rural poor exchanging their "food stamps" for non-essential commodities such as alcohol, tobacco, drugs, and cash money; and, 7) how to improve health conditions among the rural poor through improved home-making practices and procedures. These seven common problems and their suggested solutions should serve as a model, rather than a prescription, of what the ABE teacher may attempt to carry out in the ABE program at the local level.

PROBLEMS CONSIDERED COMMON TO MOST COMMUNITIES

The Problem

1. How to develop public awareness of the crucial problems of Health and Nutrition in rural adults?

Suggested Solution

1. It has been previously suggested that the apparent apathy of the American public toward the problems of the rural poor may be a case of being uninformed rather than being disinterested. This situation gives rise to another problem: "Just who should develop public awareness and how may this best be done"? The ABE teacher, operating in an organization that is inadequately staffed, will have to be many things to many people. At times, she will have to be nurse; medical practitioner; counselor; legal assistant; business consultant; family relations expert; and many other positions too numerous to mention. The wise ABE

teacher, however, will not attempt to do all of these things herself. Rather, she will seek to make herself an expert as a resource person in identifying and securing services for her students, clients, or by whatever name you choose to call those that she seeks to help.

Realizing that mass-media is an effective instrument in developing public awareness, the ABE teacher will attempt to develop close association and wholesome public relations with members of the local press, the TV and radio personnel. By showing those whose assistance she is soliciting that a solution of the problem would really be of benefit to them personally, community-wide interest could be developed in the problem. Thus, the local minister interested in better church attendance could be recruited; the local grocer interested in selling more and better foods would be interested; parents beset with the problem of system-wide busing of children could be involved; home-making agents interested in improving nutrition among the rural poor could be recruited; a county-wide drive could be staged with a catchy theme such as, "As long as there is one unhealthy individual or group in a community, no one in the community is safe from disease." The American public though being benevolent, and public-minded are also quite individualistic in the matter of health and sanitation that might endanger them personally.

The Problem

2. How to remedy the practice of the rural poor not visiting the doctor until they are incurably ill?

3. How to educate the rural poor on the importance of serums and "shots" in the prevention of diseases?

Suggested Solution

2. The causes of this problem may vary from community to community. The cause may be due to superstitions resulting from ignorance and illiteracy; the cause may be economical, due to unemployment; it may be due to traditional beliefs prevalent among the poor that "home remedies are just as effective as the doctor's pills." It may be due to the shortage of physicians in the average rural community; or, it may be due to the lack of information that there are available medical services for the poor in practically every county. If the cause is superstition and ignorance, education is the key remedy. The local ABE program should list this among the priorities of their content areas. The public schools through its pupils in science could do much to dispel the superstitions. If the cause is economical, the ABE teacher could contact welfare and health agencies to assist in specific problems. Mere referral to an agency is insufficient. Often, the rural adult, lacking security, hesitates to solicit the help of strangers in the community even though their services are being paid for through state and federal taxation. If the cause is due to a belief in the effectiveness of home remedies, education and mass media (TV and radio) could be used to decrease the practice. There is little that the ABE teacher can do to decrease the shortage of physicians, but she could render services in seeing to it that all available services possible are used to the fullest extent.

3. Many rural adults, being the victims of traditions, customs, and local beliefs, have a phobia for the "doctor's needle." In many rural communities when the schools announce that the clinics are going to give shots on a specific day, there is a noticeable amount of absences in

the school pupils. Public school teachers as well as the ABE teacher could build many lessons in science and health around this particular lesson. Local physicians could be asked to address certain rural groups on the problem. Community-wide attention could be called to the problem through handbills, posters, the press, and other mass-media of the community. Civic groups of the community could be asked to publicize the project.

The Problem

4. How to remedy nutritional problems through consumer education?

Suggested Solution

4. In many cases the lack of adequate finances is not the sole cause of poor nutrition so evident in the rural poor. The rural consumer, even as his urban cousin, is often fooled by the attractiveness or size of the package to be purchased. Little does he know that the so-called "better brands" do not necessarily mean better buys in providing better nutrition for the family. Little does he know that higher prices do not always mean better brands. Some "store brands" are of as high a quality as those found in the more popular brands. The competent ABE teacher could build her lessons in arithmetic around such units as "Better Buying Habits To Insure Better Nutrition"; "Eat Better and Pay Less". ABE students could be encouraged to collect advertisements from the local newspaper and menus could be made and prices of varying commodities compared. Articles selected from consumer guides could be studied in class. Representatives from Better Business Bureaus could be asked to talk with the class.

5. How to improve nutrition through better preparation of food and commodities furnished by federal and state governments?

5. Many of the rural poor find that the food commodities furnished by governmental agencies are untasty and unappetizing. Lacking the skill and technique to prepare foods with which they are unaccustomed, the foods are, in many cases, stored away to become insect infested, thrown away, or fed to the chickens or hogs. In a situation like this, the ABE teacher could solicit the help of the local home-making teacher, and the farm and home demonstrating teacher, and have them to actually prepare inviting and tasty meals from the commodities. This could become one of the important lessons of the ABE course. Through class discussions and demonstrations the class could, through innovations and creativity, be led to develop its own potential in food preparation.

The Problem

6. How to remedy the practice of the rural poor exchanging their "food stamps" for non-essential commodities such as tobacco, alcohol, and less nutritious, more expensive foods?

Suggested Solution

6. In many cases the rural poor - in order to secure cash for alcohol and tobacco (which are not on the approved list for stamps) will trade their food stamps for cash money. This is made possible by the food stamp recipient locating a cash paying customer, finding out from him what commodities that he, the cash customer, wants to purchase. The food stamp recipient then purchases the commodities wanted by the cash customer and then exchanges the commodities with the cash customer for cash. Education and intense counseling appears to be the only remedy for this illegal and tragic practice.

7. How to improve health conditions among the rural poor through improved home-making procedures and practices?

7. The housing and living conditions of the rural poor leave much to be desired. The houses, usually lacking long needed repair, present a squalid picture. The rooms are usually too small and too few to allow any degree of privacy. Such an unsightly sight is not likely to be an inviting one even to the rural poor. Thus, we are confronted with the question, "How can one develop a sense of pride in the rural poor to the extent that he wishes to 'fix up his place'?" This question is a complex one that is not easily answered. However, the competent ABE teacher might attack the problem by building some of the classroom units around good practices in home-making, stressing the importance of more inviting home-surroundings; demonstration lessons on how the rooms of the home can be improved in appearance through expenditure of a modest sum; soliciting help of males in making the yard and outside of the house more attractive. Clean-up, fix-up, and paint-up campaigns and contests could be sponsored by some of the social and civic clubs of the community. Since the average rural dweller is usually constant in his church attendance, the local minister could improve upon the congregation the importance of attractive home environments.

V. Identification of Specific Problems in Health and Nutrition

In addition to the seven problems listed as being common to most communities, the group identified some specific problems that may be found in some localities but not prevalent or even present in other communities. Thus, a series of specific problems were identified and suggested solutions submitted. Since the problems varied from locale to locale, both the problems and the solutions were suggestive rather than prescriptive. Once the problems were identified the greatest emphasis was placed upon the manner in which ABE personnel could organize and utilize the community resources for attacking a specific problem in his or her own local community. This seemed to be a feasible point of departure, realizing that the health and nutritional problems of all of the communities represented in the Institute could not be considered, let alone identified and solved.

The members of Task Force III felt that the development of a plan of operation for tackling a few selected problems would serve to provide guidelines for working on problems at the local level (as numerous and as varied as they were likely to be.)

The Task Force attempted to develop some hypotheses that would tend to underline procedures and practices for ABE personnel in working on problems that they would encounter in their local community.

Hypotheses. The following hypotheses were set forth to be tested by the participants in working on both general and specific problems:

1. If ABE teachers and supervisors include more materials on health in the regular ABE curriculum, and more emphasis is placed upon the importance of health and nutrition in the ABE class, the ABE pupil will become more sensitive to this essential need.
2. If the standards of health and nutrition are raised in the community, there will be a corresponding increase in academic achievement in ABE.
3. If rural adults are helped to spend more wisely the small amount of money that they receive (consumer education), there is a probability of improved health services.
4. If a more functional approach to the teaching of science would be made through practical, everyday problem-solving, many of the so-called superstitions of rural adults would disappear; thus, improving health conditions in the community.

5. If the ABE teacher had more time, or took more time, to serve as a liaison person between the ABE student and local services, the health program for rural adults would be extensive and more effective.
6. If greater financial effort were expended in acquiring full-time ABE teachers, greater time and effort could be expended by the teacher in working on the many problems that beset rural adults.
7. If greater linkage could be developed between such service agencies as OEO, MDTA, CAP, OAA and Vocational Education, Employment Security, HUD, VITA, Rehabilitation, and other service agencies, a more united front could be made on the problems of health and nutrition among the rural poor of America.
8. If the general public is made more aware of the dangers of the health hazard of the rural poor (hazards that endanger the health of the general public), the public is likely to become of this hazard by providing some type of assistance, financial or otherwise, to alleviate the hazard.

THE PROBLEM

1. Lack of Materials on Health in the ABE Curriculum

There appears to be an inadequate amount of treatment of health problems in the curriculum of the average ABE program. More attention is given to developing skills in the three R's.

2. TRANSPORTATIONAL PROBLEMS

The health agencies of the community may be adequately staffed and the services readily available but in far too many cases the rural poor lack the transportation facilities or the necessary funds to travel to and from home to service agency.

SUGGESTED SOLUTIONS

1. Since health and nutrition problems vary from locale to locale, it is difficult to find adequate treatment of the problem in a single set of materials -- unless, of course, the materials were developed for that particular locality. Realizing this, the competent ABE teacher will develop materials of her own, using the health problems of her own community as a "bench mark" and utilizing many, many textbooks and materials as resources and guidelines within which to operate. Such terms as innovation and creativity are "the name of the game" to be used in a situation like this.

2. The problem of transportation is one that confronts many ABE students, not only in getting to and from health agencies, but also in getting to and from home and ABE Centers. Some suggested solutions could be:

- a. Solicit the assistance of local churches who have transportation facilities that may provide these services.
- b. Try to establish a carpool with the various charitable agencies of the local community.
- c. Solicit transportation services from ABE students who have their own cars, or who have one available to them.
- d. Organize a "fund-drive" wherein the entire community is involved in donating funds and facilities not only for transportation to health centers but also to and from class.
- e. Appeal to Welfare agencies for assistance with the problem.

THE PROBLEM

1. Irregular Eating Habits. Inadequate diet. The problem of irregular eating habits may stem from many sources: economic insufficiency, educational deficiency — not knowing the importance of regular eating habits, lack of a specific time and place for eating and eating needs, and others too numerous to mention.

The problem of inadequate diet may stem from similar sources: too little funds to purchase nutritious foods, lack of knowledge of what constitutes foods that are more nutritious, the tendency to purchase foods that are commercially prepared, via advertisement, TV shows, cereal goods, etc.

2. Inadequate Information on the Purpose and Use of Malnutrition and Malnourished.

Many K-12 pupils and even some K-12 teachers are not fully aware of the true and/or important services provided by Malnutrition and Malnourished.

THE PROBLEM

1. Awareness to Change.

Experiences, reading, and data from research indicate that adults, particularly the rural poor, are resistant to change. Having been raised by parents,

RECOMMENDED SOLUTION

1. In the matter of inadequate funds to purchase the most nutritious foods, the adult K-12 teacher, through the help of the home-making teacher in the public schools, the U.S. and State Demonstrating Agencies, experts in consumer education, and others, will demonstrate to the class that often the most nutritious foods are in reality the less expensive foods. To many students home-prepared food is not only less expensive but also more nutritious. The K-12 pupil may be shown through demonstrations that the key to acquiring and nutritious foods lies in the preparation of the food.

The rural adult may be shown — also through such demonstrations — that the foods most easily prepared to be served are not necessarily the most nutritious or least expensive foods. To assist in the family interested in eating well, but as inexpensively as possible, dietary deficiencies of commercially prepared foods — foodstuffs in food and food — can be dramatically pointed out by the adult teacher as a classroom experience in health.

2. The chief purpose of Malnutrition and Malnourished is to provide useful services to the previously poor who are unable to provide these services through their own funds. The purposes, procedures and practices of these two important agencies could well serve as a basis of study in the curriculum of the average K-12 class. Although of the importance could be improved for talks with the class, study of study could be developed by the class. These discussions could be conducted on the importance of the subject, and even students of the rural community — who have been recipients of the program — could be engaged in such presentations before the class.

RECOMMENDED SOLUTION

1. The competent K-12 teacher realizes that as individuals grow older they tend to become more conservative in their attitudes on the problems of life — particularly in the case of the rural adult. The rural adult is steeped in the allegiances to, and habits of, the effectiveness of money, death, nations, Malnutrition and Malnourished. Despite the fact that they may appear to be educationally illiterate children. Thus, the rural K-12 teacher will not make a direct frontal attack upon these apparent life, rather the will, through

[illegible]

Within the past century, and possibly even earlier, there has been a great deal of emphasis placed upon the importance of being "well-dressed" and "well-groomed" in order to be successful in the "game" of life. The emphasis on being "well-dressed" and "well-groomed" has been a constant theme in the history of the United States, and it is a theme that is still very much alive today.

The authors will improve and enhance the existing work, explore the work and progress in relation to support the delivery of these "transformations" through innovation and practice, monitor progress, the work through a knowledge the work process, and the work through a knowledge the work process, and the work through a knowledge the work process.

difficult for the 1995 survey findings to be, that is, a picture of the extent and magnitude of support for the economic and political situation in Russia and what might appear from our basic descriptive analysis that there is a picture of feeling strong hope and support for the economic and political situation in Russia is the Council is going out through the door of thought to the state system. And to account to what is the picture of the problem that the 1995 survey could represent the problem is that

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It is important that the 2000 election not cause further polarization, one of the main objectives of the 2000 intervention. The responsibility of the press is to report on the 2000 election in a neutral manner, to not attempt to influence the 2000 election, and to not attempt to cause further polarization. The press should not attempt to influence the 2000 election, to not attempt to cause further polarization, and to not attempt to cause further polarization.

It is generally accepted that there is no true neutral in the IR system and as a consequence, although both the positive and negative electrodes functionally behave as anions, they are not equal in energy. The positive electrode is usually more active than the negative electrode, and this is the basis of the IR system.

CHAPTER 10

CHAPTER 10: THE HISTORY OF THE UNITED STATES

1. Introduction: The History of the United States

The history of the United States is a complex and multifaceted story that spans centuries. It begins with the arrival of Native Americans on the continent, followed by the arrival of European settlers. The United States has since become a nation of immigrants, with people from all over the world coming to live and work here. The history of the United States is a story of growth, change, and progress.

2. The Early History of the United States

- a. Native Americans
- b. European Settlers
- c. The American Revolution
- d. The American Civil War
- e. The American West
- f. The American South

3. The Modern History of the United States

- a. The American Industrial Revolution
- b. The American Civil War
- c. The American West
- d. The American South
- e. The American East

1. Introduction

2. Objectives of the study

- 1. To determine the effect of the treatment on the response rate.
- 2. To determine the effect of the treatment on the side effect rate.

3. Results

4. Discussion

- 1. The results of the study are as follows:

5. Conclusion

- 1. The results of the study are as follows:

6. References

7. Appendix

8. Acknowledgements

- 1. The results of the study are as follows:

9. Summary

- 1. The results of the study are as follows:

10. Final remarks



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CONCLUSIONS

The results of the present study indicate that the use of the proposed method for the detection of the presence of the target in the image is more effective than the conventional methods. The proposed method is able to detect the presence of the target in the image with a high degree of accuracy and a low false alarm rate. The proposed method is also able to detect the presence of the target in the image with a high degree of accuracy and a low false alarm rate.

fullest extent; providing opportunities for the interaction with other Task Force groups; actually utilizing the many community resources - local, state, and federal - (those visiting the Institute) of the various service agencies that would serve as "inputs" for the Institute and also as a model for use when each participant returned to his local community and wanted to provide a similar in-service program on the local level. Though the participants came from many sections of the country and had varying and contrasting experiences, the group was able to establish rapport and esprit de corps that did much to make the Task Force assignment both pleasant and profitable. Opportunity was provided for the interchange of ideas and interaction with other Task Forces of the Institute by the means of "Roving Reporters" (members of our Task Force visiting other Task Force groups), and inter-group and intra-group meetings wherein ideas could be shared and interchanged. Though the Institute design was sufficiently structured to insure coordination and unity in the pursuit of desired goals and/or purposes, adequate autonomy was allowed each Task Force to fully exercise its creative and innovative potentials. The organizational and operational processes of the Institute seemed to comprise the most essential element of the learning experience for the staff and the participants. Since problems, conditions, and situations differ from locale to locale, and from state to state as well as from staff to staff, it was suggested that each participant - using the Institute procedures as a method - attack the problem of utilizing community agencies and resources in his own manner, involving as many individuals of the local community as possible.

Though a select few problems in the area have been presented in this report, it seemed feasible to suggest some of the many agencies that should be considered in developing a program for the utilization of community resources and agencies. It should be stated here that the term "community" has many connotations. In this report our Task Force chose to define a community as a group of individuals concerned with a common problem, having common purposes and goals, and expending common efforts and potentials in the solution of these common problems, whether on a local, state, or national level. Thus, the concept of the term community extends as far as the ideas, creativity, innovations, and the intellectual potential of man's ability to grasp and conceive.

V. Community Agencies and Services Available

The effective ABE teacher who wishes to secure the best kind of services possible for her group would do well to compile a directory of all of the service agencies possible in her local, state, and federal community. She should acquaint herself with the specific services made available by these agencies and, if possible, develop lines of communication between the agency and the personnel to the extent that the agency might be easily contacted for services should the need arise in the future. Today, many community agencies that affect the lives of the rural and urban adults are unknown to them. Thus, it becomes the duty and responsibility of ABE teachers to introduce agencies that are of importance in the community to their students. The linkage between community agencies (local, state, and federal) would do much to extend and enhance the ABE program. A few agencies are listed in the following paragraph merely as a suggestion to the ABE teacher of the agencies and services which are available.

Agencies that have direct contact with the adult undereducated and illiterate.

1. **Social Service Groups:** These groups may provide classrooms, clinics, recreational facilities, summer workcamps, counseling, meeting rooms, and club activities.
 - a. Neighborhood houses
 - b. Teen-age canteens
 - c. Y.M.A.A.
 - d. Y.W.C.A.
 - e. American Friends Service Committee
 - f. Unitarian Service Committee

2. **Religious, Civic, and Political Groups:** Such groups may provide classrooms, counseling and guidance, and recruitment of students for ABE.
 - a. Family Circle
 - b. Teen-age Clubs
 - c. Interfaith Councils
 - d. Ministerial Associations
 - e. Voter's League

3. **Government Agencies:**
 - a. Department of Health, Education and Welfare (HEW)
 - b. Employment Security
 - c. Rural Housing Loans
 - d. Department of Pensions and Security
 - e. Public Health Agencies
 - f. Non-profit governmental agencies created to wage war on poverty
 - (1) Community Action Programs
 - (2) MDTA
 - (3) VISTA
 - (4) Rehabilitation Programs
 - (5) Operation Headstart
 - (6) Operation Upward Bound, and "Outreach"

 - (7) Student Work-Aid Programs for Higher Education
 - (8) Student Loans for college students
 - (9) Aid to Dependent Children
 - (10) Federal Aid to Education

4. **Non-profit private agencies that may be tapped for financial resources:**
 - a. Service Clubs: Kiwanis; Lions; Rotary; Women's Federated Clubs; etc.
 - b. Professional Clubs; Medical Associations
 - c. Bar Associations
 - d. Educational Associations
 - e. Musicians professional unions

5. **Other Agencies:**
 - a. Business and industry
 - b. Banking and Insurance
 - c. Credit Unions
 - d. Private philanthropy
 - e. Professional actors and performers - to render benefit shows
 - f. County-wide fund drives for ABE programs

In the final analysis it may be stated that the crucial issue in securing and utilizing community resources and agencies is encompassed by two problems: 1) making the general public more aware of the problems confronting the undereducated adult, and creating an interest in doing something about it; and 2) acquainting the rural adult with the agencies and services available and helping him to develop

the practice and habit of utilizing them frequently and unashamedly. This problem seems to comprise the ABE teacher's most crucial task.

VI. Evaluation

The Community Resources and Agencies Task Force brought about relevant learning to the members serving on this Task Force. This learning was introduced in several ways:

- A. Community agencies were invited to the classrooms to discuss their programs. They were questioned by members of Task Force IV as to the what, when, where, and how of their agency. These are explained as follows:
 1. What the agency does
 2. Where the agency is
 3. When to contact the agency
 4. How to go about securing their services
- B. Tours were taken by individual members of Task Force IV into the community where other agencies were contacted and again attacked as to the what, where, when, and how.
- C. Speakers in the General Assembly room provided valuable information that was used by our Task Force. Task Force IV had additional time at the conclusion of these speeches to question any vague points or draw other information from the speaker.
- D. Perhaps the most valuable and integral part of Task Force IV was the interpersonal reactions among the members of the Task Force who have experienced interesting situations. Much of this information cannot be recorded; but, the ideas and experiences gained will serve as a helping hand in further educating ourselves and the ABE student.

We have accomplished one basic philosophy in education. We have learned and understood; now we can communicate and teach.

VII. Conclusion

During the past weeks of intense development, a format has been formulated to gain insight into the utilization of our community agencies - local, state and federal - with emphasis placed upon aiding the ABE students, teachers, and the community at large.

In order to broaden our views in Adult Basic Education, our Task Force sought to correlate the major topics of the other Task Forces with that of our own; whereas, the learning experiences that the adult learner encounters will be relevant to his daily activities such as his job, his family life, or his civic life.

In Task Force IV a review of the community resources and agencies was explored. Representatives of the various agencies for educating adults, both formal and informal, were invited to participate. Lectures and reactor panels were given. Cooperative ventures between various agencies were explained, and the kinds of files and current materials an effective adult educator should maintain were suggested.

In conclusion, our efforts have been five-fold: interpersonal relations; communication and management skills; consumer education; health and nutrition; and, community resources and agencies - to break the distance barriers and achieve proximity and propinquity as used by the dominant ethnic group in our everyday society.

The primary function of Task Force IV has been to acquaint the participants with various agencies

available. Some communities will have agencies not available to others and vice versa. The Task Force has only scratched the surface. It needs further research.

The service agencies are a "must" for deprived people. Often the agency does not make contacts with the deprived. The agency must be made available to the ABE students.

Task Force IV hopes that a bank of agencies which will gain interest in the future has been developed.

TASK FORCE V

INTERPERSONAL RELATIONS

Interpersonal relations poses a problem that permeates the entire field of man's social, psychological, and economic endeavor. Particularly is this true of the rural adult. The rural adult — in far too many cases — having been victimized by a restricted language pattern and sub-standard schools finds himself at a disadvantage in attempting to communicate with society. Very often he finds it quite difficult to convey his ideas or to receive the ideas of members of various groups other than his peers. Communications lie at the heart and core of desirable interpersonal relations. Thus, in order to assure interpersonal relations of this nature, it becomes increasingly important that individuals and groups learn to express their ideas or thoughts in an intelligent and intelligible manner.

Many decades ago when the various regions of the country were more sparsely populated, before the explosion of knowledge, before the vast increase and utilization of mass media, and, before the development of modern transportation (that has tended to decrease the size of the world) the problem of interpersonal relations was not such a crucial problem. Particularly was this true of the rural adult. The rural dweller, living miles apart from his nearest neighbor was glad to see him when the two met at the country store or in the village on Saturdays. Nor were they likely to encounter any difficulty in communicating due to the fact that they had shared the same experiences and spoke the same language. Also, due to the problem of transportation, the rural dweller was unlikely to travel outside the boundaries of his local community. However, with increased populations and new ideas coming into the community as a result of improved means of transportation and communication, the problems of interpersonal relations became more acute, and numerous. As communities become more crowded, interpersonal relations as a problem become more intense.

Interpersonal relations is the ability to communicate with others through the combined contributions of persons involved in public, personal and human relations to achieve maximum productivity.

Adult educators agreed that their role is not only, or maybe even basically, to provide an opportunity for more mature people to catch-up with education they missed while in school, but the process of learning an existing pattern of knowledge or an existing set of skills sufficiently well so that the individual concerned can apply them effectively.

The Task Force group was concerned with the problem of interpersonal relations. Family and Community, was composed of eighteen participants from eight different states, namely: Alabama, Florida, Georgia, Kentucky, Maryland, Mississippi, North Carolina, and South Carolina.

Emphasis was given throughout to varied experiences dealing with each phase of community life and the role of dedicated ABE teachers with respect to their duties and responsibilities to their communities and Adult Basic Education participants.

The discussions were not based solely on the ABE participants, but on resource agencies such as the welfare department, public health department, employment agencies, vocational rehabilitation, public housing authority, religious groups, the Red Cross, the Salvation Army, garden clubs, the League of Women Voters, Planned Parenthood Association, medical and dental societies, Legal Aid Society, labor unions, churches and other organizations that can aid in fulfilling the responsibilities of the ABE teacher.

As the theme *Interpersonal Relations* was explored, it was unanimously agreed by Task Force V that we should evaluate ourselves just as we evaluate others with whom we come in contact on the job, in the store, or elsewhere.

Special emphasis was placed on public and human relations. The primary concern of Task Force V was with people respecting and living with one another as a happy family through communication.

I. Purpose

Communication is the key word in *Interpersonal Relations* in the ABE program or any other program. The following purposes are designed to implement personal, public, and human relations:

1. To gain insight into the field of education, the problems encountered in the many areas and compare them with others involved in ABE
2. To be able to work purposefully in an interracial group situation
3. To retain adults, once recruited
4. To help adults become cognizant of the importance of ABE education
5. To learn about the problems of rural adults who are educationally disadvantaged and to gain some insight into interpersonal relationship problems
6. To improve present ideas and introduce new practices and new ideas to the ABE pupils

II. Philosophy

We believe that in order for the people in any setting to function properly, good *Interpersonal Relations* must be established. These relations may be established by words, actions and attitudes. Undereducated rural adults must be taught to recognize and meet the problems of daily life and to improve their effectiveness as citizens, parents and workers.

We further believe that each person should be accepted in the Adult Education Program as he is, and provided with a stimulating environment and opportunities for learning experiences designed to promote behavioral development, which will effect continuing, satisfactory adjustments to life. The disadvantaged adult relies heavily on the silent language of gestures, expressions, bearing and appearance, for obvious reasons. The teacher must recognize the student's lack of formal communication skills and use appropriate teaching techniques.

People learn what they want to learn, when they want to learn it. Since learning takes place most easily when facts are related to experience, opportunities should be provided each person, within the limits of his capacity, to obtain an education, to learn about citizenship and democracy, to develop a healthy body, and to develop a cultural desire for good taste, beauty and art.

Good *Interpersonal Relations* will bridge the gap between people of different economic, social and educational levels; thus, encouraging maximum participation and productivity in the affairs of a changing world.

III. Goals

A. Long Range Goals:

1. To help the ABE participant to develop the skills of *Interpersonal Relations* within his environment

1. To emphasize to the ABE participant the importance of enjoying a productive social and economic life
2. To help the ABE participant in developing democratic attitudes
3. To establish good student relationship between student and teacher in the classroom
4. To offer counseling and guidance to each ABE participant

8. Short Range Goals

1. To be able to communicate with and utilize effectively available community agencies
2. To guide the ABE participant in regard to local, state and national rights and responsibilities
3. To emphasize the value of the family as a social institution
4. To teach the ABE participant to plan and live within a budget
5. To instill within the ABE participant the importance of respecting differences of opinion
6. To aid the ABE participant to become aware of his civic and personal responsibilities
7. To aid the ABE participant to make distinctions between facts and propaganda
8. To aid the ABE participant in being confident, cooperative, appreciative and assertive

IV. Behavioral Objectives

1. The student will demonstrate concern for protection of natural and personal resources
2. The student will indicate a positive attitude toward responsible citizenship by voting and participating in voter drive and community affairs
3. The student will show, in written and oral work, an understanding of such skills as budgeting, meal planning, meal purchasing and family care
4. The student will show, through overt behavior, positive attitudes toward his teachers, school rules and others
5. The student will show improvement in appearance and health habits
6. The student will exhibit, through overt behavior, a respect for rights of others
7. The student will re-evaluate himself and demonstrate more use of his social skills and abilities
8. The student will, through guidance and counseling, utilize the services of all available community agencies, such as Department of Labor, Vocational Rehabilitation, Department of Public Health, Department of Welfare, etc.

V. Procedures, Methods, and Materials

To facilitate learning on the part of adults in the ABE program, the following procedures, methods,

and students are expected to prepare the program, deliverables, and goals of the program (Gardner, 1990).

2. Evaluation

2.1. Overview

1. need assessment (getting organized)
2. identify goals
3. identify resources
4. identify barriers (obstacles)
5. identify stakeholders (community)
6. identify other resources
7. identify

2.2. Needs Assessment

1. introduction (what is going on)
2. assess the current situation (what is the current situation? what are the current needs? what are the current resources?)
3. identify the current situation (what are the current needs? what are the current resources?)
4. identify the current situation (what are the current needs? what are the current resources?)

2.3. Long-Term Assessment

1. identify the current situation (what are the current needs? what are the current resources?)
2. identify the current situation (what are the current needs? what are the current resources?)
3. identify the current situation (what are the current needs? what are the current resources?)
4. identify the current situation (what are the current needs? what are the current resources?)
5. identify the current situation (what are the current needs? what are the current resources?)

3. Results

1. Assessment
2. Needs Assessment
3. Long-Term Assessment
4. Evaluation
5. Implementation
6. Monitoring and Evaluation
7. Results
8. Results
9. Results
10. Results
11. Results

- 1. The first step is to identify the problem.
- 2. The second step is to define the problem.
- 3. The third step is to analyze the problem.
- 4. The fourth step is to develop a solution.
- 5. The fifth step is to implement the solution.
- 6. The sixth step is to evaluate the solution.

I. Introduction

A. Overview

- 1. The first step is to identify the problem.
- 2. The second step is to define the problem.
- 3. The third step is to analyze the problem.
- 4. The fourth step is to develop a solution.
- 5. The fifth step is to implement the solution.
- 6. The sixth step is to evaluate the solution.

B. Details

- 1. The first step is to identify the problem.
- 2. The second step is to define the problem.
- 3. The third step is to analyze the problem.
- 4. The fourth step is to develop a solution.
- 5. The fifth step is to implement the solution.
- 6. The sixth step is to evaluate the solution.

II. Conclusion

The first step is to identify the problem. The second step is to define the problem. The third step is to analyze the problem. The fourth step is to develop a solution. The fifth step is to implement the solution. The sixth step is to evaluate the solution.

A. Summary

- 1. The first step is to identify the problem.
- 2. The second step is to define the problem.
- 3. The third step is to analyze the problem.
- 4. The fourth step is to develop a solution.
- 5. The fifth step is to implement the solution.
- 6. The sixth step is to evaluate the solution.

The authors have nothing to disclose. © 2015 Wolters Kluwer Health | Lippincott Williams & Wilkins

1. The first step in the process is to identify the problem.

2. The second step is to gather information about the problem.

3. The third step is to analyze the information and determine the cause of the problem.

4. The fourth step is to develop a plan to solve the problem.

5. The fifth step is to implement the plan.

6. The sixth step is to evaluate the results of the plan.

THE IMPORTANCE OF PROBLEM SOLVING

Problem solving is a skill that is essential for success in many areas of life. It is the ability to identify a problem, gather information, analyze the information, develop a plan, implement the plan, and evaluate the results. Problem solving is a process that involves critical thinking and decision making. It is a skill that can be learned and improved upon. Problem solving is a skill that is essential for success in many areas of life. It is the ability to identify a problem, gather information, analyze the information, develop a plan, implement the plan, and evaluate the results. Problem solving is a process that involves critical thinking and decision making. It is a skill that can be learned and improved upon.

1. Problem solving is a skill that is essential for success in many areas of life.

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4. Problem solving is a skill that is essential for success in many areas of life.

5. Problem solving is a process that involves critical thinking and decision making.

6. Problem solving is a skill that can be learned and improved upon.

7. Problem solving is a skill that is essential for success in many areas of life.

1. Introduction

The purpose of this study is to investigate the effects of various factors on the performance of a system. The study is divided into two main parts: a theoretical analysis and an experimental investigation. The theoretical analysis focuses on the development of a model that can predict the system's behavior under different conditions. The experimental investigation involves the design and execution of a series of tests to validate the model and to determine the range of conditions over which it is applicable. The results of the study are presented in the form of a series of graphs and tables, which show the relationship between the system's performance and the various factors under consideration. The study concludes with a discussion of the implications of the findings and a recommendation for further research.

2. Methodology

The methodology of this study is based on a combination of theoretical and experimental approaches. The theoretical approach involves the development of a mathematical model that can describe the system's behavior. The experimental approach involves the design and execution of a series of tests to validate the model and to determine the range of conditions over which it is applicable. The results of the study are presented in the form of a series of graphs and tables, which show the relationship between the system's performance and the various factors under consideration.



CONTENTS

FOREWORD

The first part of the book is devoted to a general introduction to the theory of the atom. It begins with a discussion of the historical development of atomic theory, from the ancient Greeks to the present day. It then goes on to discuss the basic principles of quantum mechanics, and the role of the wave function in describing the behavior of particles.

CHAPTER I

The second part of the book is devoted to a detailed discussion of the theory of the atom. It begins with a discussion of the basic principles of quantum mechanics, and the role of the wave function in describing the behavior of particles. It then goes on to discuss the various models of the atom, from the classical model to the modern quantum mechanical model.

CHAPTER II

The third part of the book is devoted to a detailed discussion of the theory of the atom. It begins with a discussion of the basic principles of quantum mechanics, and the role of the wave function in describing the behavior of particles. It then goes on to discuss the various models of the atom, from the classical model to the modern quantum mechanical model.

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the instructor has the power to establish the environment for learning or the environment for failure. The teacher has the power to set the achievement tone of the program or class by what is interpreted to be the instructor's expectation of the individual. If the instructional behavior reflects positive faith in the learner, whether they be adults or regular students, this will enhance the educational progress. Adult students are more mature and have had more experiences in observing and forecasting positive and negative actions than have children. Therefore, adults can conceive the true expectation of the teacher better than the younger students. Whatever learning attitudes that are broadcast by the teacher will affect the instructional tones. The tones reveal two prophetic dimensions: (1) the teacher's intellectual expectation of the learner, and (2) how much the teacher expects the learner to achieve.

THE LEARNER: When the student-teacher communicational indicator shows that the knowledge seeker's abilities are respected, the stimuli of the feeling for learning is enhanced. This enhancement establishes a genuine trust between the students and instructor. Such educational trust reinforces motivation. The ability recognition is extremely important to adult learners, because of their previous educational experiences. For identification purposes, we consider the following:

1. Many students may indicate that the teachers did not show a real concern about how much the student should learn. The emphasis was always on what was not learned rather than what had been achieved. Too much time was spent on comparing knowledge of students and very little left for teaching.
2. Deliberately ignoring students in class participation.—This can become a major problem in any class, but is more sensitive in an ethnic composition.
3. The failure to recognize an adult student's hand, when the desire to become involved is manifested, could curtail future ambitions.
4. Indicating a slight remark about certain student's answers or questions without evaluating the experiences of the individual may handicap development.
5. Frequent criticism and very little student encouragement
6. The failure of the teacher to recognize the diversification of individual abilities in the classroom

QUANTITY-OF-LEARNING: How much the teacher expects the student to achieve plays an important part in the adult's immediate and ultimate goal establishment. This kind of instructional improvement has an effective psychological approach and stems from the individual's feeling, which has been brought about by a social behavior expressed or manifested through the teacher's expectancy. In our judgment, it is safe to state that teachers usually try to maintain the expectation of the principal or administrator, and most children hope to stay within the framework of the family hopes, and students strive to measure up to the anticipated will of the instructor. Here, somewhere between what the learner perceives and what the teacher communicates, forms an element for quantitative learning.

ACADEMIC CONTENT: We have to this point referred to the interplay of three educational components that add the real cement to learning. They are: The instructor, the learner, and the quantity-of-learning. The second ingredient to emerge from the instructional shell is content-make-up. It may become very difficult to establish an individualized curriculum in teaching in general; therefore, a suggested list of criteria for determining learning contents follows:

1. Does the content represent what the adult desires to learn?
2. Does the pursued knowledge encourage inquiry and group participation?

3. Does the material provide for social image building and class discussion?
4. Is the content relevant to adult needs rather than children orientated?
5. Is there room for cultural variation and social experiences?
6. Can the content studied be plugged into the occupational requirements of today?
7. Is the content sound enough academically to stimulate self-admiration?
8. Does the learning endeavor allow for various vocational skill improvements?
9. Does the teacher add to her knowledge during the instructional process?
10. Does the content provide for differentiated teaching?

The person desiring to learn is at the center of our immediate concern. However, the amount of effort directed toward achieving major educational goals or objectives of the adults are, to a relative degree, determined by the content-quality. The speed in which the learning objectives are pursued depends largely upon the relevance of the assignment to life-applied situations. It stands to judgment that if the educative award can be associated with immediate and ultimate returns, personal accomplishments requirements and economic gains, the speed of learning will increase. Classroom dropouts will decrease and the holding-power of the class and program will become stabilized.

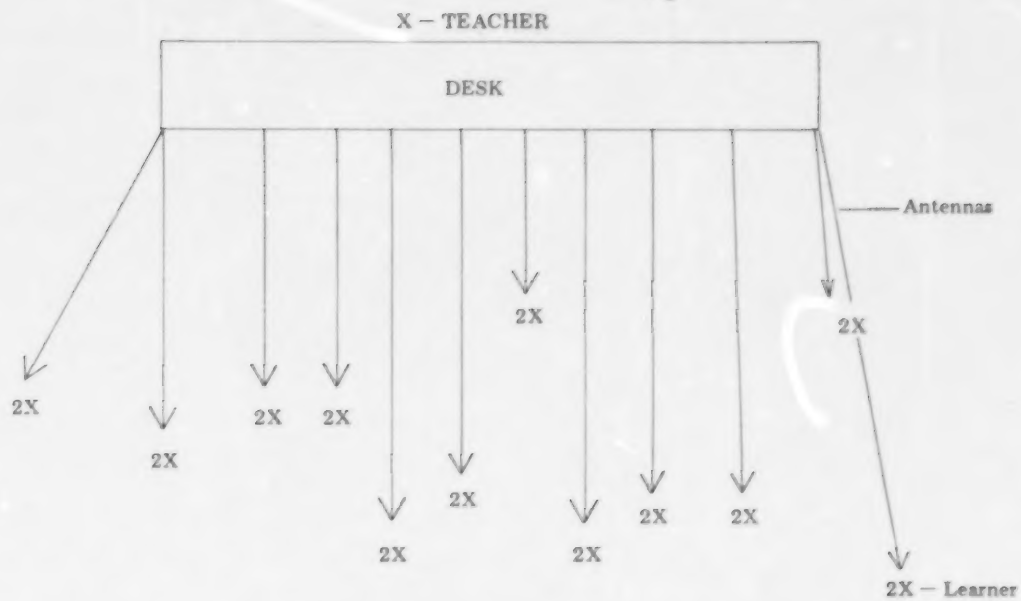
THE INHERITED DANGERS IN THE EXPECTANCY CONCEPT: Historically, education has been designed for youth. The major experiments and instructional methods have been child and youth centered. Thorndike's 1928 study emphasized adult learning and that age was not a major factor.² Other studies and functional observations have substantiated the achieving abilities of adults. However, rooted in our expectation is the idea that adults cannot learn. This kind of seed has been transplanted through such famous quotes as, "You can't teach an old dog new tricks." "I am too old to learn", has become a common neighborhood expression in some communities.

This kind of expectancy may be interacting unconsciously upon the teacher and causing the teaching efforts to decrease. At the same time, the adult student may not be totally free from the doubt in learning. Therefore, achievement must be frequent so that success will replace doubts.

²

E. L. Thorndike, *Adult Learning*, New York, MacMillan, 1928.

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TRADITIONAL APPROACH - I pass out the knowledge you need. A cure-all pill. Communication - one-way street.

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Teacher-Student Learning Relationship

The one-to-one Instructional Approach

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STUDENT

TEACHER



EXPLORING NEEDS — PLANNING TOGETHER

We Are Achieving Goals Together.

1. When an individual causes desired learning to take place, he is a teacher.
2. When pupil achieves his desired educational goals, he has learned.

THE RELIABILITY OF OUR EVALUATION: In general, the instrument to feed back what has been learned from the education efforts are: (1) some kind of standardized test, and (2) the teacher-made evaluations. Let us assume that each test is valid and the student scored a perfect score. The real test is, will you report the facts in the case backed by substantiated evidence or will your grade be tempered with expectation of the administration and the faculty?

There seems to be a growing model of professional decisions being made in relation to the feeling of others, less the reason, judgment and actual facts. Teachers' impressions of students, their educational evaluation and their behavior patterns are reported not in the framework of true educational measurements but in congruence with the sanctioned wishes of those to be pleased.

Today our classrooms are being transformed into a living democracy. The transition is placing all races, colors and cultural backgrounds into one class with one teacher to perform the task. The hope of a successful job depends upon our professional responsibility to fulfill the position with dedication. To possess the strength to shake off the past experiences that have clouded our thinking and to accept of urgent expectations is a major goal.

HUMAN RENEWAL THROUGH POSITIVE INTERPERSONAL RELATIONS

Earl W. Long, PhD

Michael Harrington in his celebrated book "The Other America" entitled Chapter I, "The Invisible Land". He begins, "There is a familiar America. It is celebrated in the mass media, it has the highest mass standard of living the world has ever known". He continues, "In the 1950's this America worried about itself, yet even its anxieties were products of its abundance . . ." In this theory the nation's problems were no longer a matter of basic human needs, of food, shelter and clothing, they were qualitative, learning to live decently in an affluent society.¹

At the same time there existed another America, in it dwelt somewhere between 40,000,000 and 50,000,000 citizens who were poor, at least 10 million of them were malnourished in body or spirit. Many of them were becoming more and more invisible to the affluent society.

If one looks hard at what Michael Harrington described as "The Other America", which is invisible to many Americans with the clean polish, the chrome and the gilt, we will see the America of the slums, in the ghettos, in the rural pockets of poverty with the vast black migration, the growing number of elderly. One sees America beginning the 70's with a festering sore, smothering the hopelessness and frustration, run-down housing, poor housing, poor health, no economy or legal safeguards, no retirement prospects, children doomed to poor education and the vicious cycle of failure and unemployment accompanied by the deep hatred that deprivation engenders. The 70's will not permit the dichotomy of the gilt-edged world together with millions caught in the web of poverty and despair. Either we shall have a good life for all or that "Other America" will spread and very likely cause the entire social order to crumble.

How did this development occur? It happened as a result of insensitivity. It happened because people were trained in many ways consciously and unconsciously not to see or feel or understand the human being in each other.

Where did it happen? The training in insensitivity has been nurtured in America's most precious institutions: the church, the school and the home.

The churches have developed massive edifices of practical segregation which perpetuated an idea that religion dealt more with clerical supports, buildings, rituals and prayers than with the sanctity and worth of people in the pews.

Education lost the commitment made by the founding fathers to educate "all the children of all the

¹Michael Harrington, *The Other America*, New York, The Harcourt Company, (1966), p. 1.

people". It developed a "selecting out" process with the best life chances going to the affluent, with teachers teaching middle class values to middle class children, giving the maximum opportunities to the lower class children. Disagreements were documented by Smith and Stated¹ in their studies on "Student Status and Social Class". It was not until the middle 1960's, in the wake of a social movement, that education began to see that it had a major role to play in helping to achieve the possible American. The Economic Opportunity Act of 1964, The Manpower Development and Training Act of 1963, The Vocational Education Act of 1963, The Elementary and Secondary Education Act of 1965 and the Adult Education Act were all devoted to the task of developing sensitivity to the possible possibilities, the deprived and the underprivileged. This legislation was developed to close the gap in the wake of a series of revolutions that were beginning to emerge.

In 1968 the National Education Association sponsored the Education Policy Commission to formulate a statement of policies for education. The Report of the Commission entitled, "The Purpose of Education in An American Democracy", spelled out the following broad purposes with the recommendation that they be constantly adjusted to fit the needs of the time. These objectives were:

Self-education
Human relationships
Economic efficiency
Civil responsibility

In spite of the fact that these goals were delineated some 30 years ago, we still tend to teach that a subject centered approach rather than a person centered human centered approach.

What are the current challenges facing which education refers? There are many broad challenges. However, the current ones as I see them are the following: (1) The challenge of a divided culture which is threatening the safety and security of American life and the accompanying task of developing education to unify the culture; (2) The challenge of human learning, reaching the unschooled, creating a climate for development of strong self-perception and self-motivation; (3) The challenge of developing skills for economic and social efficiency.

Developing education today is facing one of the greatest challenges in its history, and that is the challenge of unifying the culture. Each age has its own peculiar challenge which is shaped by the character of the population and of the time. Special education and sensitivity to the social and emotional needs are required in order for education to give leadership in providing an educational climate which is conducive to production of self-esteem and appreciation for others. The teacher is the key to the production of good feelings about self and others.

It is essential that adult education concern itself with providing individuals a capacity of responsiveness for personal contacts with others who are culturally different.

While personal contact in and of itself does not guarantee sound human relations, it is generally considered a prerequisite. The absence of personal contacts generally implies sound human relations. Often negative attitudes and prejudices are held toward those people whom one does not know. Humanistic studies and research findings attest to the relevance and value that multicultural understandings hold for learning. The following quotations emphasize the point:

The Report of the National Advisory Commission on Civil Disorders, (Kerner Report) states that
 "... Lack of opportunity to associate with persons of different ethnic and socio-economic backgrounds ... early life's learning experiences ... It is indispensable that opportunities for interaction between the races be expanded."

Mr. Margaret Walker Alexander, author of the novel "Jubilee", in a keynote address at the 1964 National Conference on Equal Educational Opportunity, states, "We need a new educational system to

¹ Smith, William and Stated, Robert. *Student Status and Social Class*. New York: Mac Millan, 1968.

² Report of the National Advisory Commission on Civil Disorders. New York: National The New York Times, 1968, p. 28.

The first meeting of the committee was held on the 10th of January 1966 at the residence of the Chairman, Mr. J. H. ... The committee was composed of ...

The committee was asked to consider the ... of the ... and to report to the ... The committee was asked to consider the ... of the ... and to report to the ...

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Section 1: Introduction

The purpose of this study is to investigate the effects of various factors on the performance of a specific task.

The study was conducted over a period of six months, during which data was collected from a sample of participants. The results of the study are presented in the following sections.

The first section of the study focuses on the methodology used, including the selection of participants and the experimental design. The second section discusses the results of the study, highlighting the key findings and their implications.

Section 2: Methodology

The study was conducted using a controlled experimental design. Participants were recruited from a local university and were assigned to two groups: an experimental group and a control group.

1. The experimental group was subjected to a series of training sessions.
2. The control group was not subjected to any training.
3. The results of the study are presented in the following sections.
4. The study was conducted over a period of six months.

The study was funded by the National Science Foundation. The results of the study are presented in the following sections.

- 1. The first step in the process is to identify the problem.
- 2. The second step is to define the objectives of the study.
- 3. The third step is to design the study.
- 4. The fourth step is to collect data.
- 5. The fifth step is to analyze the data.
- 6. The sixth step is to interpret the results.

THE FOLLOWING ARE THE MAIN POINTS OF THE STUDY:

1. THE PROBLEM
The problem is the lack of information about the effects of the new drug on the human body.

2. THE OBJECTIVES
The objectives of the study are to determine the safety and efficacy of the new drug.

3. THE DESIGN
The study is a randomized, double-blind, placebo-controlled trial.

4. THE DATA
The data were collected from 100 subjects who were randomly assigned to either the treatment group or the placebo group.

5. THE ANALYSIS
The data were analyzed using statistical methods to determine the significance of the results.

6. THE RESULTS
The results of the study show that the new drug is safe and effective.

7. THE CONCLUSIONS
The conclusions of the study are that the new drug is safe and effective and should be used in the treatment of the disease.

THE FOLLOWING ARE THE MAIN POINTS OF THE STUDY:

1. The first part of the report is a general introduction to the project.

2. The second part of the report is a detailed description of the methodology used.

3. The third part of the report is a discussion of the results of the study.

4. The fourth part of the report is a conclusion and a list of references.

5. The fifth part of the report is a list of appendices.

APPENDIX A

APPENDIX B

APPENDIX C

APPENDIX D

APPENDIX E

APPENDIX F

APPENDIX G

APPENDIX H

APPENDIX I

APPENDIX J

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APPENDIX U

APPENDIX V

APPENDIX W

APPENDIX X

APPENDIX Y

APPENDIX Z

Advertising takes him close to the source of the product and should be reliable. Through the radio, television, newspapers, magazines and handbills, the consumer is told that a new product will do certain things. Some advertising, however, makes no claims, but simply draws attention to a product.

Consumers are helped by factual advertising. An advertisement saying that bicycles are for sale at a certain price is helpful, since it gives persons who want to buy a bicycle some idea of what they cost. The consumer can learn to tell which advertising is factual and which is just making an emotional appeal.

Can a buyer rely upon the price of the item to indicate its worth? The person who judges the worth of an article by its price alone makes a serious mistake. Strictly speaking, the better an article is, the more it should cost. It should be true that the more expensive an article is, the better its quality.

One industry in which these principles have been violated many times is the cosmetics industry. There are public records of cases in which useless cosmetics were sold to the public by means of colorful advertising and fancy packages, instead of actual worth. Fortunately, State and Federal laws now regulate practices in the cosmetic industry.

In practice, it is not necessarily true that a high price means high quality. There need be no connection at all between the two. A wise consumer will use many other kinds of information in deciding which one of several brands to buy.

The educated consumer knows that brand names, trade-marks, and labels are also a kind of advertising. He can use these to his own advantage by examining them before selecting his article. But he should not let the trade-mark alone decide which brand he will buy.

Labels often contain useful information, especially on food products. The buyer should read these labels carefully and be sure he understands what they say. The brand name is important when it represents a manufacturer with a good, established reputation. But cheap merchandise often is hidden in flashy containers and behind colorful labels in order to attract buyers.

Another aid to the purchaser is the stamp or seal of approval. There are a great many such seals. The consumer should find out which are the ones he can trust.

Testing of products is done by research groups to determine whether they will be of the quality the consumer expects. Testing is done by many organizations whose findings are either sold or given free to the buying public. Almost all testing services will admit that they are not doing the job thoroughly, and ask for a governmental testing service that is already a National Bureau of Standards, that sets up standards for governmental purchasing and tests goods which the Federal Government buys. The consumer benefits only indirectly by this great organization. Thus, at the present the private testing agencies are the only ones the private buyers can look to for information about the quality of commodities.

Few people will argue that consumer education is not important. Consumers everywhere have discovered how poorly equipped they can be in the principles of everyday spending. Often when they were faced with the problem of buying goods that would last a long time, they were not always sure what qualities to look for or how to use and care for the articles after they were purchased. They found they could spend money wisely or unwisely for food, clothing, shelter, recreation, insurance and health services.

By wise spending of their money, families can get the highest possible standard of living from their income. The well-being of our whole economic system depends in a considerable measure upon the economic health of family groups. Consumer education is a very important part of the education which must train the individual for the economic order of today.

Consumer research groups maintain a steady flow of books, pamphlets, magazines and newspaper articles which are helpful to consumers. Television, motion pictures and radio are widely used in schools and in adult groups. Many schools have introduced courses on Consumer Education into their curriculum.

Professional and civic organizations interested in the welfare of the consumer include the American Medical Association, the American Dental Association, The General Federation of Women's Clubs, the American Home Economic Association, and many others. Private business is represented in this work by such organizations as: The National Better Business and Underwriters Laboratories.

The Federal Government and many state governments are active in consumer protection and education. The Federal Government is represented in this work by such agencies as the Food and Drug Administration, the Federal Trade Commission and by several branches of the Agricultural Research Service.

One of the best forms of protection ever given the consumer is the Food, Drug and Cosmetic Act passed by Congress in 1938. At present, about fifteen states are involved in the protection of the consumer.

VARIOUS ASPECTS OF HEALTH AND NUTRITION

IN

CHILDREN AND YOUTH

DR. JIM MARTIN

Various aspects of malnutrition and learning go beyond geographical representation to include a wide diversity of fields from nutrition, medicine, education and psychology to anthropology and sociology. In the past, these fields and disciplines have been viewed as special divisions of knowledge. Much has been discovered, and all have contributed to the development and expansion of our knowledge in each of these areas. But the problems of malnutrition and its effects on mental development has now reached massive proportions, cutting across individual disciplines and calling for a synthesis of the information and methods already developed in the various fields.

The problem is too complex, too many sided in its etiology for an effective solution through the methods and interests of a single discipline. As one concerned with education and with the process of learning, I am convinced that there has been inadequate cooperation and crossover in research, teaching and on-the-job evaluation among the various fields of professional study. The universal child, whom we have in mind as we discuss our concern, should be considered as a whole individual, functioning in multiple and often complex environments. This segment of your Institute recognizes this by its very title. The problem of Health and Nutrition has many parts, but it remains indivisible in its ultimate focus.

Therefore, I urge new attention to the problems of malnutrition by scientific, academic, governmental and other public and private agencies. There is a precedent, for one relates to another field referred to as orthopsychiatry, which forty-four years ago was still in relative infancy. This new approach was formulated on a multidisciplinary basis, with a goal to attack the problems of mental health and human behavior. The concept brings together the psychiatrist, psychologist, educator, sociologist, social worker, nurse and other professionals. Each retains his identity, yet contributes to a more general, fuller understanding of the problems which concern the various individual areas of specialization.

Retardation of physical growth and development due to nutritional deficiency is widespread and clearly recognized in the developing countries, but it is all too frequent in our own urban slums and rural pockets of poverty. Malnutrition also may influence mental development, learning and behavior and lifts this concern to a new level of world importance.

Studies made in the developing countries strongly suggest that adults who have experienced significant malnutrition during early childhood, have a poorer intellectual performance than persons in the same environment who have had an adequate diet. Children suffering from malnutrition show psychological changes in behavior patterns, mental apathy and loss of drive and incentive. In experimental animals, there is increasing evidence that damage from early malnutrition is often permanent and irreversible, even in the presence of a subsequent adequate diet. That the impaired intellectual performance associated with malnutrition is due to biochemical aberrations in the brain, is an engaging hypothesis, although far from

being established. This area certainly warrants further study because it is reasonable that malnutrition acts upon the central nervous system as it does on the rest of the body, through biochemical and metabolic processes. These effects, in time, may involve memory and learning.

I am aware that biological or physiological deprivation is not necessarily the same as cultural deprivation. But, I believe that all of us engaged in the nutritional sciences, medical disciplines, education and behavioral sciences, can make one safe assumption: the absence of adequate nutrition, or the presence of malnutrition, cannot aid the learning process. How often have we attempted to hold the attention of the hungry child?

In appraising the role of malnutrition in growth and development, we are faced with a situation where many of the same factors responsible for malnutrition also conduce to a high prevalence of infection. Unfavorable cultural and social factors, ranging from poor housing, to limited education and inadequate mental stimulation, are active in causing both. Furthermore, infection and nutrition interact; infection inducing malnutrition and malnutrition enhancing the frequency and severity of infectious disease. Progress toward an improved understanding of the relationship between malnutrition and mental growth and maturation frequently is impeded by inadequacies in methods of measuring the intellectual capacity and adoptive behavior of a particular population. The difficulties are especially great at the younger ages, when nutritional damage is most likely to occur and is most severe.

Here in the United States, the Head Start Program recognizes that sound nutrition is a necessity for a true head start in life. The position was set out by the original planning committee and has been built into the program to provide food to youngsters in Head Start and to help inform families on the proper selection and preparation of food.

In recent years, "Comprehensive Health Care Delivery Systems" have been formulated in which medical, dental and para-medical professionals function as an integral team in providing health services. This concept has resulted in the establishment of numerous federally supported "total" health service programs throughout the United States.

The current concept of "total" child care embraces all aspects of juvenile health and crosses all lines drawn by specialization. Implementation of the concept varies with expediency and integration of many specialties dealing with child health in pediatric centers. Two "comprehensive" health care programs for children and youth have been established at Meharry Medical College, Department of Pediatrics. The first project, the Meharry Pediatric-Pedodontic Program was organized in 1947, while the second, entitled the Meharry Comprehensive Health Care Program for Children and Youth came into existence in 1967, twenty years later.

The team approach to the delivery of "total" health care for children and youth is currently being employed in various programs throughout the United States.

In these programs, multiple professional disciplines function as a team in providing health care for children and youth. Although the team approach has become quite prominent currently, it is not a new concept. The team approach utilizing multiple disciplines in the deliverance of "total" health care for children and youth was a reality at Meharry Medical College twenty-three years ago.

It is well known that the incidence of certain health problems such as anemia, tuberculosis, protein-calorie deficiency and all forms of neuro-intellectual impairment is higher in poor children. This concentration of health programs will be most efficient if they focus their services on children and youth living in poverty. When a reporter asked Willie Sutton, the famous bank robber, why he always robbed banks, he replied, "That's where the money is." Thus, it is clear that the conditions of poverty are "where the health problems are," and that all our health programs must be planned with this fact in mind.

AN OVERVIEW OF ADULT BASIC EDUCATION

DR. GEORGE W. GORE, JR.

Education is a never ending activity. Its duration parallels life itself. It goes from the cradle to the grave. Adult education, therefore, is a normal part of the total program. While today we are emphasizing Andragogy as opposed to the traditional pedagogy, it is not an exceptions/ approach. Public education today must care for the needs of all its citizens. This Institute is a definite recognition of the obligation of the state and federal governments to care for all its citizenry.

The distribution of the population today is causing many and diverse problems. America is rapidly becoming more urbanized and the needs of the rural population oftentimes are neglected or overlooked. The rapid changes with respect to travel, communication, housing, and health care have created many problems for the entire adult populace. For the rural segment, these problems are more varied and intensified.

The accent of this Institute is on the basic educational needs of adults. The purposes as set forth in the official call are as follows:

THE PURPOSES: The purposes of this Institute are: (1) to investigate the problems of rural adults; (2) to gain some insights into the inter-relationships of the problem; (3) through a cross disciplinary approach, to attempt to develop some consensus as to problem identification; and (4) to set forth some suggested, sensible, problem solutions.

PROBLEM AREAS OF CONCERN: A survey of some agencies and individuals in the Southeastern area suggested certain crucial problems that will be considered by the Institute. Among these are: (1) Developing management skill in ABE personnel; skill considered essential in the areas of recruitment, retention, and accountability. (2) Crucial problems in consumer education. (3) Vital issues in health and nutrition. (4) Identifying and using community resources and agencies. (5) Inter-personal relations - establishing stronger ties between the family and the community in rural adult areas.

Wherever and whenever needs exist, there is need for educational assistance of some kind. Methods, materials and approaches will vary, but the ultimate goals are clear cut and valid today as never before. Now there is need for education, re-education and revitalizing. Physically, the human body is said to be recreated every seven years. Today, the facts of life change so rapidly that twelve months may be a generation.

The socio-economic conditions are upsetting our patterns of life. What, with strikes, wars, riots, demonstrations, inflation and busing, can we do to keep our sanity? Imagine if you can the total effect of a six-hour, four-day work week. Who can do the work of a farmer on such a schedule? Today, group action is the way of life. Society is taking a greater control in all of our lives. Look at social security and see if you really understand it or medicare. To many persons, it has become MEDI-SCARE. Modern technology is so complex that soon we will not be able to do anything by ourselves for ourselves. The electric power goes off and we freeze or burn up in our homes. Automation has ruined our independence. We are soon to have more leisure and less knowledge of what to do with it. Perhaps this helps to explain the fact that many turn to drugs. What can we do with extra time? We fly through the air in super-sonic jets and oftentimes arrive at a place before we started, if we judge by our watches. We are rushing where, for what, and why?

New medicine is enabling us to live longer and business and industry are lowering the retirement age. Today, the accent is on youth, and youth is getting older all the time. Experience is being discounted and newer methods are being used. If it is old, it must be wrong. Some say all persons over thirty are unfit to make real social decisions. The gap between children and parents is upsetting family life.

Morals and mores are changing with current behaviors. Whether to dress or undress is the question. Many are preaching a new religion. What is safe to eat or to wear is a problem. All of the old time standbys are being questioned. Government is of the people, by other people and for the establishment. There is need for interpretation. As one today reads the newspaper, listens to radio or to TV, he wonders if wrong is right or right is wrong.

This is the day of new words and newer meanings and uses of all words. To understand today's vocabulary is serious business. Youth has its own language. We, in Adult Education, too, are concerned with words. Old time educators talked about pedagogy. Today, the adult educator is concerned with Andragogy. Pedagogues led or taught children. Therefore, those who teach men or adults practice Andragogy.

If "Adult Educator" is defined as one who has some responsibility for helping adults to learn, look at how many people in this country are entitled to bear this hallmark: Hundreds of thousands of program chairmen, education chairmen, and discussion leaders in such voluntary associations as women's clubs, men's clubs, service organizations, religious laymen's organizations, F.T.A.'s, professional societies, civic clubs, labor unions, trade associations, farmer's organizations, and the like. Tens of thousands of executives, supervisors and foremen in business and industry, thousands of teachers, administrators in educational institutions, hundreds of program directors, writers, and editors in the educational aspect of such mass media as newspapers, magazines, radio and television.

Today, everywhere, we have the adult dilemma but especially in it crucial and critical in rural areas. The various legal desegregation decrees and laws have opened Packer's box. Today we are still not sure of the ground rules or what we can reasonably expect. There is need for more employment, better wages, better on-the-job training, better health care.

The HEW Agency defines Adult Basic Education as elementary education for hard core poor adults, eighteen years of age and over. Usually they have had less than six years of schooling and are not competent in reading and writing. The Adult Education program has the problem of providing some vocational education, social service and above all, giving information as to where to go to get needed aid.

With inflation in the saddle, today's \$-flar is shrinking. Unemployment is rampant. There is need for consumer education. How to manage one's money is vital. How to buy wisely is as important as how to earn money. So vital is consumer education that the current issue of *Life Magazine* (July 16, 1971) has an article emphasizing what is being done in New York City to protect the unsuspecting purchaser.

Health and Nutrition are essential for survival. There is still a shortage of health services in our rural areas. Desegregation has decreased the possibilities for extension services formerly available when key Black men and women were active in the field. Left to themselves, the average family is unable to care for its health and feeding needs. More data are needed with respect to medicare and medicaid.

Interpersonal relationships are basic to a stable society. Membership in social groups, be they clubs, churches, lodges or schools, is important to keep people on the "ball." Oftentimes it is more difficult for adults than for young people to have meaningful relations. People are living longer and have greater needs to occupy their leisure time so that they will not become depressed and experience poor mental health.

Nothing is more valuable and important to adults than the utilization of community resources. There is the need to know what exists in the community and how the adult persons can use these resources. Of course, most people know that the school, the church and the lodge are there to be used if so desired. There is not as much knowledge of what other services are available such as the many developing state and federal agencies and projects. There is great need today for a promotion program to let the adult know that you really need and really want him.

A real program of Adult Basic Education must involve the individual at all levels. The adult educator must sell himself to the customer - the consumer. In public school education, the teacher has a captive audience. In adult education, the learner comes because he wants to come. He can drop out whenever he so desires. The program must fit his needs here and now. He is too old to be intrigued by the future per se. The adult learner rarely desires to learn for the *sake of learning*. The subject-matter and the method used must be relevant.

Adults can and will learn if they can see that the materials are for them here and now. The adult educator must ever be on the alert to see what is happening. There must be constant evaluating of the program. Questions must be asked such as, *Have participants raised their achievement levels? Are they still interested? Have they raised their educational and occupational aspirations?*

Adult education never ends. It may change its methods, subject matter and approaches, but its goal - to serve the people on their own terms - must ever remain.

IF I WERE A TEACHER OF ADULT BASIC EDUCATION

IN

A TIME AND PLACE LIKE THIS

GEORGE W. BRINKLEY

If you are a teacher of Adult Education, you have elected to teach a group of people whose needs and desires are already physically and mentally matured - people, many of whom have already worn off the fancy and frills - and have discovered a real need and readiness for learning. Some of these mature and eligible students, however, out there in the community, are too fearful, too timid and too embarrassed to come to the school or the seat of learning to get this schooling. Some, perhaps, feel that they are too old and out-dated and cannot learn. And as they, too, won't volunteer to come.

Still others of these eligible and ready-to-learn students are mothers, dads, grandmothers and grandfathers. Some are young adults, single and married, and among them might be a few married mothers who have already gotten off to a bad start. But, they, too, want to learn and need some re-direction.

Your job, then, as I see it, is wrapped up in all this mixture. It is to go out and bring these reluctant and ready-to-learn students in, where they can be baptized in the spirit of learning, so as to enhance, increase and upgrade their self confidence and efficiency as a member of their society. Your job is to create an atmospheric condition in your school conducive to learning, to supply the necessary and adequate resources and content materials, and to employ the most effective methods and techniques of teaching, so as to satisfy the needs and desires of those students, who by their very presence have indicated their need for learning.

I note that "communication" is one of the areas of concern in this workshop - and rightfully so. In what area of living or action or part of the world, might I ask, is "communication" not a problem? And yet, it is the key that unlocks the door to the secret of "good living" in every human endeavor. It is understanding others and getting others to understand you, and knowing their language so you will understand them. But remember that it is not always the foreign language that gives us that problem and creates the gap. It is sometime in the same group or family household that the problem is so given.

Let me remind you as teachers of Adult Education, or any other kind or level, that one of the most important and necessary factors in communication is "listening." This is one art that not enough people master. Many people talk who seldom ever listen. So, this keeps the lines of communication closed. They get their message out, but not always over. They speak, they talk, but, as soon as they finish they say on the floor of an assembly, instead of listening to the next speaker to get his point of view, they are busy getting ready to speak again. So they seldom or never listen to the story of the other party.

If you do all the talking and never listen, you may give others your viewpoint, but you never get theirs. And the lines of communications will still be closed. If I were a teacher of Adult Education, I would teach my students the art of listening as the key to communication. All good teachers listen and teach their students to do the same.

I am saying to you as a teacher of Adult Education in your town, wherever you live, if you are to cross the communication gap between young and old, black and white, rural and urban, it is highly significant that you listen to the story of your students. Let them tell you what they need and how you can best help fulfill these needs. Let them tell you by what methods they can best learn. Let them tell you what they are short in, and what kind of teacher they can best learn from. In this way, you and I may learn that talking is not always teaching, and teaching is not always talking.

If I were a teacher of Adult Education, I would teach my students to identify and utilize all available resources and agencies at work in their community, and to be interested in and concerned about vital issues and crucial problems in health and nutrition.

They need to know that agencies like public health, public welfare assistance, welfare, welfare food stamps, food lines, public libraries, mental health, and many others are established agencies operating in the community for the benefit and well being of persons who are eligible or are entitled for the services of the agency. They need to be taught what agencies these agencies provide, who is eligible, how to go about securing the services, and above all, to make use of the ones they need. I would, however, caution you not to encourage, not even, not add any physically and mentally well human being who is capable of making his own living and belittled to the welfare rolls or to any other unorganized public welfare agency, making him or her a human parasite.

Your students need to know how to identify and cope with the vital issues and moral problems in health and nutrition in their communities. They need to know that malnutrition is a menace to society, and that they have a role to play in finding the solution to this problem. That good health is a prerequisite to happiness, which all must seek, and to which all are entitled, but which all must do not find on their own.

If I were a teacher of Adult Education in this time and place, I would teach my students to really and know more about interpersonal relations, that is, establishing stronger ties between the family and the community in rural areas, or whatever they live. With many of your students, knowledge of these factors in these areas of concern is both indispensable and inseparable. Good strong individual and family ties with the community are just as essential for individual and community growth and development as fresh air is to the growth and development of the human body.

I would teach my students to seek to know and to understand better than they do now, every member of their family and household. And I would apply the same principle to every other family in the community, be they black or white, rich or poor, old or young. I would teach them to be water-tight-plating - to put themselves in the place of other members of their family and in the place of members of other families in the community, and under similar circumstances, see if their response or reaction in feeling or attitude will be the same. This will give them a second look at their attitude toward themselves, their families, and other families in relationship to a well-rounded family and community life.

I would teach them that in establishing stronger individual family ties with the community, there are many enemies that must be avoided, overcome, by-passed, or destroyed. One of these is "hate." When to know and understand each other as a family or community, and to focus your attention upon the accomplishment of a common goal, is one way to destroy the enemy hate. This is a dangerous and treacherous enemy to be running unattended in anybody's community.

A southern white man in Atlanta, Georgia, many years ago, before integration began, made this statement to Howard Thurman, then a freshman Negro boy at Morehouse College: "I am bringing up my sons so they will not hate Negroes. Don't misunderstand me, boy, I have no love for Negroes myself. But I am wise enough to know that hate has no mind, and if I teach my sons to hate Negroes, they will not be hating anyone, including me."

I do not bring this story to you to expose the personal attitude of this white man toward Negroes. That's not it's there as plain as daylight. But I bring you this to give you some idea of the impact of hate in one man's heart. I would let you know how dangerous and damaging the enemy is or can be in a family or community. This man was simply saying to Howard Thurman and to you, that hate has no heart. It has no sense of reason or self-control. It has no motive except to attack, to damage and destroy that which is good in a man, in a family or in a community. Therefore, if we are to succeed in interpersonal relations in our families and communities, we must make sure that hate has no place to grow.

One lesson will be our creation in recent years, "I have fought many a man, but I have never hated any man I ever fought." If you as teachers of Adult Education can teach or get that lesson into your students, interpersonal relations will be an achieved goal.

Fellow teachers of Adult Education, you are the teacher because you have the key. The key that unlocks the door to the school of knowledge, happiness and good living. Let the students of your class know that you have the key - not because it is hanging on your side or in your hand when they see you, but because you have it in your head, in your hand, in your heart, and in your soul.

The poet said it better when he said, "Wear your learning like your watch, in your out-pocket. Don't put it out to show that you have one. But if asked what time it is - tell." This is what I would teach, if I were a teacher.

*This ad and book are not meant to replace your doctor's advice. We neither suggest nor recommend that you use this product without the approval of your doctor.

There are great opportunities to use both direct funding between the state and a selected local government. Such governments (2001 to 2002) are selected based on one that is considered to be the best.

Further, I suggest that the formation of behavior which was seen as the function of a movement for creating the culture of a school was often a response to the school's situation.

3. **Reliance is spared.** The individual needs the positive self-image, confidence, growth in learning and a productive manner of action, but does not necessarily become a dog for the commander above. He just has a long learning process for himself, even unpleasant, which is reflected in the statement that people learn in accordance with pain, which has been learned in the process of learning and which leads them to have an overall image for things.

3. *Reliability is essential* for the use of scientific evidence. This kind of science is different to traditional science in that it is not based on the use of scientific methods. It is based on the use of scientific methods to produce evidence that is reliable.

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the influence of social structure has been shown to be stronger in the different type of strategy in understanding the structure of the cell. In fact, it has been shown that the different type of strategy in understanding the structure of the cell is not a result of the social structure but of the different type of strategy in understanding the structure of the cell. In fact, it has been shown that the different type of strategy in understanding the structure of the cell is not a result of the social structure but of the different type of strategy in understanding the structure of the cell.

The authors have considered all the evidence they could obtain, and in the different sections the results of the different statistical techniques have been given. It is obvious that certain data have been interpreted in certain ways. The problems are highly technical, and the authors have tried to make it as clear as possible. The authors have tried to make it as clear as possible. The authors have tried to make it as clear as possible.

The word *team* situation method is represented by a central model of groups with four dimensions. Dimensions with light shaded area are frequent group-therapeutic activities. The dark, unshaded groups and representations with other groups represent a minority of the work. The word *team* also has another but minor use: referring to one group. The reference, coupled with the above qualifications, does not indicate, as it has, a negative attitude to the following of the word in group work situations.

[illegible]

It is difficult to tell what greater influence of working people will be having on the government, since politicians may be more likely to deal with the public's anger than with the public's needs.

1. The good team members should not be limited to the "happy crew" with whom the good should be shared across the 36 members of the Board. Therefore, the team that the good and important should extend beyond writing with the members with a significant, valuable interest.

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1. The first of these is the fact that the system is not a simple one, but a complex one, involving many different factors and many different people.

2. The second is the fact that the system is not a static one, but a dynamic one, which changes and evolves over time.

3. The third is the fact that the system is not a closed one, but an open one, which interacts with the outside world.

4. The fourth is the fact that the system is not a homogeneous one, but a heterogeneous one, which consists of many different parts and components.

5. The fifth is the fact that the system is not a linear one, but a non-linear one, which exhibits complex and unpredictable behavior.

6. The sixth is the fact that the system is not a deterministic one, but a probabilistic one, which involves uncertainty and risk.

The first part of the report discusses the general situation of the country and the progress of the work. It also mentions the results of the various expeditions and the state of the different branches of the service.

The second part of the report contains a detailed account of the various expeditions and the results of the different branches of the service. It also mentions the state of the different branches of the service.

The third part of the report contains a detailed account of the various expeditions and the results of the different branches of the service. It also mentions the state of the different branches of the service.

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9. One of the major concerns of participants—once they have made their trip to the Institute—is the matter of refunding for transportation and *funding* for the first few days of the Institute. Thus, the question arose relative to how and when funds would be made available to the participants?
10. Since each of the ninety-four participants had the option of being awarded three semester hours of graduate credit from the University, and in order to avoid any serious concern of the academic personnel of the University—relative to the clock-hours of the Institute—the Institute staff structured its program to begin at 8:30 a.m., and in most cases to extend through 8:00 p.m. five days per week for the three-week duration of the Institute. This extensive period in daily clock-hours tended to curtail some of the social activities of the groups. A meeting with representatives of the five Task Forces convinced the Institute staff that too much involvement in extended work hours was not conducive to the academic climate of the learning process.

Even though some of the problems listed by the participants had been anticipated by some of the members of the ABE staff, staff members felt that it would be advisable to allow the participants to come to grips with the emerged problems in the hope that this procedure would serve as meaningful experiences for the participants in developing strategies for tackling problems of their own as leaders on the local level. Such procedures helped to provide much interchange of knowledge, experiences, and ideas. Problems identified by each of the Task Forces have been submitted in Part II of this report. Nonetheless, some problems resulting from inter-group reaction were as follows:

Task Force I - Communications: Task Force I submitted some suggestions that it considered significant to ABE workers in rural areas:

1. It is all but impossible to communicate unless you have something worthwhile to communicate—worthwhile, that is, to the person with whom you would communicate.
2. Communication is not so much a matter of expressing mere words as it is a “meeting of minds” between two or more persons or groups.
3. Communication is more effective when attempted on a horizontal, rather than a vertical pattern. This is to say that it is difficult to communicate with people when you attempt to “talk down to them.”

In many instances rural people—being the victims of restricted language—often find it difficult to effectively communicate with those of the middle-class. This problem is intensified by the fact that they often use a dialect that is strange to the language of the middle-class, and their experiences are likely to be different to the extent that they have little in common to communicate about.

4. Communication permeates every fibre of the individual's life. It affects the individual academically, socially, spiritually, and financially. Deficiencies in this area is reflected in the apparent success or failure of the individual.
5. Individuals with similar experiences find it more easy to communicate with each other than with those having different experiences. For example two baseball stars—though of different races—would find it easier to communicate with each other than would a baseball player and a Congressman—both of the same race.
6. It may be difficult for the urban-middle class to communicate with the rural dweller if he is unfamiliar with the restricted speech and language patterns of the rural poor. In this situation a precise middle-class language pattern may be quite ineffective in “getting through” to the rural poor.

7. The problem of the rural Black may be more intense and difficult to eradicate than that of the rural white. The rural white—if he can rid himself of his dialect, improve his manners and dress—may be able to mix and mingle with the middle-class white and be accepted as a member of their group. On the other hand, the Negro—being of a different color—can never rid himself of his racial identity regardless of how impeccably he speaks, how modernistic his dress, or how faultless his manners. He can never hide the blackness of his skin that is often used as an instrument to stereotype him.
8. Communications permeate every subject-matter discipline and transverse every content area, thus making it the most potent of man's tools. By the means of effective communications, individuals are able to acquire higher standards of living, to buy more wisely, thus enabling one to eat better, to dress better more economically, to utilize communications more extensively and effectively, and finally through interpersonal relations to live more abundantly and harmoniously with fellow members of society.

Task Force II - Consumer Education: Task Force II suggested that through consumer education all four of the other content areas could be utilized to the advantage of the consumer. Task Force II indicated that:

1. Through the use of effective skills in consumer education, the consumer could purchase more nutritious food at a more economical rate, thereby insuring a more healthful body and saving of more funds for other essentials.
2. Through the use of communicative skills—coupled with those developed in consumer education—the purchaser can insure increased bargaining power in making purchases.
3. Through working with community agencies such as the Better Business Bureau (BBB), banking institutions, credit unions, federal saving companies, etc., exorbitant prices and excessive interest rates could be avoided and/or curtailed.
4. Interpersonal relations would be an asset not only in consumer practices, but also in acquiring more extensive services in all of the other four areas of the Institute.
5. Savings accumulated through improved consumer education skills can result not only in the resources to purchase more services and more goods more wisely, but also in the possibility of increasing the budgetary item for the monthly or weekly saving account at the bank or credit union.
6. As a result of intensified advertisements of products, and goods by means of mass-media—radio, television, the printed page, and other means—and, considering the fact that the rural poor have this media available to them, it becomes increasingly important for them to use more discriminations in the purchase of goods. For example the so-called cheapest goods are not always the best buy; nor does the highest priced goods represent (at all times) the highest quality.
7. Finally, consumer education, as a content area, should be made an integral part of the ABE Program. This could be done through the functional use of the 3-R's and in considering the problems of everyday buying and selling.

Task Force III - Health and Nutrition: Although considering health and nutrition to be one of the most crucial problems confronting the rural poor Task Force III, indicated that competencies developed in the other four areas of the Institute would do much to alleviate the problems of the rural poor in the area of health and nutrition. Deficiencies in the health conditions of the rural poor was attributed to many, many factors. Among the factors contributing to health hazards among the rural poor were:

1. The lack of medical doctors found in rural areas—seemingly doctors prefer to establish their offices in urban areas where the population is thicker and potential patients more numerous.
2. Unemployment and underemployment of the rural poor—resulting in their ability to afford the luxury of a bill to the doctor or dentist when needed.
3. The apparent ignorance of some of the rural poor—that medical services have been provided for them through service agencies—or the apathy they seem to evidence in seeking the aid of these services.
4. The apparent lack of lines of communications between existing services and the rural poor.
5. The defeatist attitude of some rural poor—as a result of past frustrations with service agencies—wherein they feel or say "What's the use?" "They ain't gonna help me nohow."
6. The apparent lack of concern of the general public in attempting to alleviate these problems.

Task Force III suggested some chief concerns involving problems of the rural poor:

1. Improved skills in communication could insure improved health services for the rural poor. This is to say that through communicative skills the rural dweller could better convey his problem to the ABE teacher and/or counselor; the teacher could better converse with the service agencies; the service agencies and the ABE student could be in better position to discuss their problems; and the public at large could be made more aware of the existence of the health problem or hazard.
2. Health problems of the rural poor are not problems that can be isolated or identified with the rural poor alone. Due to factors like transportation—which facilitates mobility of people; unemployment—which forces the rural dweller to seek better living conditions in urban areas; the changing concepts of the "neighborhood school"—drawing pupils from slum areas to suburban school districts and vice-versa; the increase in farm-size and the decrease in the number of farm owners—forcing more and more millions of rural dwellers to join the ranks of the unemployed in urban areas; and the apparent lack of ability on the part of governmental agencies to control this flow of people from the rural areas to urban areas. Thus, the problems of the rural poor are transmitted to the vicinity of the larger cities.
3. It has been stated in a previous paragraph of this report that many of the health problems of the rural poor stem from the lack of adequate funds to secure the service of a doctor or a dentist. Also, in many cases the rural poor do not have adequate funds for taxi fare or transportation into the city to secure those services that are free. Skills developed in the field of consumer education through ABE courses would do much to enable the individual to save small sums through wise purchasing thereby helping him to secure transportation to the service agency.
4. Many service agencies—both public and private—exist in the community for the purpose of providing services to deprived persons in both rural and urban areas. A study of these agencies and their functions could be made a vital part of the ABE curriculum. In addition to this the ABE teacher could attempt to develop linkages between the various agencies and also linkages between specific agencies and the ABE program or class. Personnel from these agencies could profitably be used as consultants, advisors, and/or resource persons for the ABE program.
5. In any program involving cooperative and coordinated effort, interpersonal relations constitute an essential component of the developmental task. Thus, in any activity in which effective results are

described "the name of the game" is interpersonal relations. These efficient actions could be secured from health and welfare agencies if both the agencies and the clients continued their mutual respect for each other.

Task Force IV - Community Resources and Agencies: The ABE teacher is not in the program and its problems alone. Many services and agencies can be utilized to great advantage if the teacher and other personnel will maintain some cooperation in utilizing the services of these agencies. In many instances the problem centers around the following tasks:

1. The creation of public awareness of the problems in ABE.
2. Finding out the resources of the community that may be made available to the ABE program.
3. Finding out the "key people" of the community that may assist in developing linkages between the various agencies.
4. Formulation and development of an Advisory Committee to assist in securing assistance from community agencies.
5. Attempting to coordinate the efforts of public and private agencies in assisting the ABE Program.

Task Force IV suggested the following for coordinating efforts of public and private agencies:

1. There should be more community agencies created and developed in the rural areas. Individuals serving as personnel in the rural, local area would be more sensitive to the needs of the rural poor than personnel located in the urban areas.
2. The development of linkages of the various agencies of the community would enhance the coordinated effort of all concerned, would do much to avoid duplication of effort, and better assure the meeting of needs of those entitled to free care.
3. Communicative skills developed in the ABE class could be used to identify, locate, and utilize more fully the community agencies and resources that are already available, and if possible, to create more resources and agencies.
4. Community agencies could be used to help to improve the skills that the people develop in consumer education. Many of the officials of the agencies could be used to serve as resource persons in helping the rural poor to get more benefits out of their expenditures. This is to say "to teach the rural poor how to make their dollars have more 'cents'."
5. Community resources may be available and adequate but unless interpersonal relations are evident between ABE personnel and personnel in the community, the resources are not likely to be acquired. The importance of interpersonal relations could, and should be made a vital part of the ABE curriculum. This can best be done by the teacher examining interpersonal relations between teacher and pupils and emphasizing the importance of desirable human relations in working with, and in, the local community.
6. Personnel from community agencies (public and private) and other resource persons could be invited to ABE classes to make presentations to the class to get acquainted with the pupils and their problems; to explain their services to the ABE pupils; and as a measure to develop support between ABE pupils and various agencies and resource people of the community.

In the ILL then the concept of community should be considered differently from that that is usually conceived by the average individual or group. Instead of confining the term to mean that group that lives within the confines of a local area the term should be extended to include both local, state, and foreign areas. Such a concept indicates a psychological rather than a physical phenomenon. What is to be said is that a group of people with common purposes, common hopes, cooperative efforts, values and beliefs constitute a community regardless of geographical location. Concepts like these indicate that there is no such thing as a rural or urban community.

Task Force V - Interpersonal Relations: The problems of interpersonal relations is one that is involved in every activity or program in which man or man and group is engaged. One of its most recent problems, confronting the business of living in a democratic society is that of interpersonal relations. Several factors contribute to the situation:

1. The social stratification of society.
2. The varying patterns of social and social values.
3. The great number of ethnic groups in America.
4. Linguistic barriers that tend to isolate groups and races.
5. Varying patterns in standards of living.
6. The potential struggle between the "haves" and the "have-nots" that tend to create difficult relations between the groups.
7. The life and death struggle between the two major ideologies - communism and democracy.
8. The increasing "gap" between the young and the old, between minority and majority groups and between socioeconomic classes. As has been suggested interpersonal relations has as its task and the aim of each of the four content areas set forth for study by the participants of the Institute.

Table 1, page 105, attempts to indicate some of the relationships between the various far content areas selected for study by ILL personnel. These far content areas, though considered to be related to the main point, were suggested as important issues or problems in other areas. Considering the fact that many of the rural poor having been displaced by automation and technological or farming methods found in the cities where they can more easily get an education and secure some type of regular job that may provide better type of food and lodging, even though it may be. One problem or question that continuously confronted the groups was the question: "What can be done to make rural areas more inviting to the rural poor so that their migration to the cities could be decreased?" Answers such as improved housing, better transportation, improved health conditions, and better educational facilities only seemed to bring forth such questions as "But where is the money coming from?" "How do you determine priorities?"

Problems of the nature and type that were studied by the participants have long since been recognized as critical issues in our society. However, as the population increases, as scientific knowledge and skills tend to increase life expectancy, as technological and automation in industry goes to make the automation of the unemployment, as business and industry become more based in their relationships with their customers as improved transportation facilitates the migration of people from one section of the country to another from one country of the world to another, and as socioeconomic conditions and social stratification make more difficult the upward mobility of individuals in the low income bracket, the problems tend to grow more complex and intense. Therefore, if the participants have tended to grow more realistic and aware, there appears to be greater concern about problems of the poor especially problems of the rural

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THESE ARE THE RESULTS OF THE RESEARCH CONDUCTED BY THE RESEARCHERS OF THE INSTITUTE OF THE HISTORY OF THE ACADEMY OF SCIENCES OF THE USSR, WHOSE WORKS ARE PRESENTED IN THIS VOLUME. THE RESULTS OF THE RESEARCH CONDUCTED BY THE RESEARCHERS OF THE INSTITUTE OF THE HISTORY OF THE ACADEMY OF SCIENCES OF THE USSR, WHOSE WORKS ARE PRESENTED IN THIS VOLUME.

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1. The first part of the report deals with the general situation of the country and the progress of the work during the year.

2. The second part of the report deals with the results of the work during the year and the progress of the work during the year.

3. The third part of the report deals with the results of the work during the year and the progress of the work during the year.

4. The fourth part of the report deals with the results of the work during the year and the progress of the work during the year.

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7. The seventh part of the report deals with the results of the work during the year and the progress of the work during the year.

8. The eighth part of the report deals with the results of the work during the year and the progress of the work during the year.

9. The ninth part of the report deals with the results of the work during the year and the progress of the work during the year.

10. The tenth part of the report deals with the results of the work during the year and the progress of the work during the year.

11. The eleventh part of the report deals with the results of the work during the year and the progress of the work during the year.

THE FIRST PART OF THE BOOK IS A HISTORY OF THE
CITY OF NEW YORK FROM ITS FOUNDATION
TO THE PRESENT TIME. IT IS A HISTORY OF
A CITY WHICH HAS BEEN THE SCENE OF
SOME OF THE MOST IMPORTANT EVENTS
IN THE HISTORY OF THE UNITED STATES.
THE SECOND PART OF THE BOOK IS A
DESCRIPTION OF THE CITY AND ITS
SURROUNDINGS. IT IS A DESCRIPTION OF
A CITY WHICH IS ONE OF THE MOST
IMPORTANT AND INTERESTING IN THE
UNITED STATES.

CONTENTS

- 1. HISTORY OF THE CITY OF NEW YORK
- 2. DESCRIPTION OF THE CITY AND ITS SURROUNDINGS
- 3. THE CITY OF NEW YORK IN THE PRESENT TIME

TABLE 1. SUMMARY OF DATA FOR THE 1980-1981 SEASON

STATION	1980-1981				1981-1982				1982-1983				1983-1984				1984-1985			
	NOV	DEC	JAN	FEB	NOV	DEC	JAN	FEB	NOV	DEC	JAN	FEB	NOV	DEC	JAN	FEB	NOV	DEC	JAN	FEB
STATION 1	10	15	20	25	12	18	22	28	14	20	24	30	16	22	26	32	18	24	28	34
STATION 2	8	12	16	20	10	14	18	22	12	16	20	24	14	18	22	26	16	20	24	28
STATION 3	6	10	14	18	8	12	16	20	10	14	18	22	12	16	20	24	14	18	22	26
STATION 4	4	8	12	16	6	10	14	18	8	12	16	20	10	14	18	22	12	16	20	24
STATION 5	2	6	10	14	4	8	12	16	6	10	14	18	8	12	16	20	10	14	18	22
STATION 6	1	5	9	13	3	7	11	15	5	9	13	17	7	11	15	19	9	13	17	21
STATION 7	0	4	8	12	2	6	10	14	4	8	12	16	6	10	14	18	8	12	16	20
STATION 8	0	3	7	11	1	5	9	13	3	7	11	15	5	9	13	17	7	11	15	19
STATION 9	0	2	6	10	0	4	8	12	2	6	10	14	4	8	12	16	6	10	14	18
STATION 10	0	1	5	9	0	3	7	11	1	5	9	13	3	7	11	15	5	9	13	17

TABLE 1

Summary of the results of the analysis of variance for the different factors studied in the experiment.

Factor	Factor A				Factor B				Factor C				Factor D			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor A	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor B	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor C	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor D	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor E	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor F	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor G	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor H	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor I	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor J	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor K	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor L	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor M	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor N	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor O	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor P	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor Q	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor R	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor S	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor T	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor U	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor V	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor W	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor X	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor Y	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Factor Z	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

TABLE III

Question 11 - In teaching Health and Nutrition, the *three* most important topics to be covered would be:

ALPHABET	PRE-TEST			POST-TEST		
	Choice 1 responses	%	Choice 2 responses	Choice 3 responses	Choice 1 responses	Choice 2 responses
a. superstitions about foods and food prejudice	22	14.4	24	30	13	15.1
b. disease as a result of poor nutrition	51	61.4	18	22	19	22
c. the need for a balanced diet	51	61.4	18	22	54	62.7
d. obesity					7	8.8
e. health behavior of the poor					14	16.2
f. preparing low cost meals	5	6	29	38.6	35	44.3
g. other (specify)					39	45.3
					25	29

TABLE IV

Question 12 - The responsibility for the needy children in any community should be assumed by:

ALPHABET	PRE-TEST			POST-TEST		
	Choice 1 responses	%	Choice 2 responses	Choice 3 responses	Choice 1 responses	Choice 2 responses
a. the parents	36	43.9		10	41	48.9
b. the schools						
c. the community agencies	9	10.9	33	21	9	23
d. the church				28	29.8	35.3
e. joint responsibility of parent and school					12	15.1
f. joint responsibility of parent and community			12	15.3		
g. shared responsibility of parent, school, and community	31	30.7	67	71.8	31	35.7
h. other (specify)				17	22.6	13
					16.8	17
					21.5	

TABLE V

Question 13 - Recruitment for Adult Education Programs is best attempted through
three of the following:

ALPHABET	PRE-TEST			POST-TEST		
	Choice 1 responses	%	Choice 2 responses	Choice 3 responses	Choice 1 responses	Choice 2 responses
a. widespread publicity	18	22.5			18	21
b. identification of willing participants who will promote it to others	21	26.2	15	18.7	24	27.5
c. referrals from agencies such as school, church, etc.			14	17.5	21	26.5
d. personal contact with people in the community who need such a program	23	28.7	28	35	22	25.1
e. door-to-door					28	37.5
f. other (specify)					18	22
					14	17.4

TABLE VI

Question 14 - Farmers Home Administration and the Home Improvement Agencies provide two of the following services.

ALPHABET	PRE-TEST			POST-TEST		
	Choice 1 responders	%	Choice 2 responders	%	Choice 3 responders	%
a. information	36	43.9	21	26.5	0	0
b. loans	35	42.6	28	35.4	0	0
c. job training	7	8.5			3	3.5
d. legal advice			18	22.7	0	0
e. other (specify)					15	17.9
					0	0

TABLE VII

Question 15 - If your instructional program is to be a success, emphasis must be given to which of the three following personal relationships?

ALPHABET	PRE-TEST			POST-TEST		
	Choice 1 responses	%	Choice 2 responses	%	Choice 3 responses	%
a. the student's relationship to other students	11	13.7	16	21.9	20	24.7
b. the student's relationship to the teacher	22	60	20	24.3		
c. the student's relationship to the community in which he lives					23	28.3
d. the teacher's relationship to the student's family and community and community agency	24	20	27	22.9	15	14.3
e. teacher's relationship to school administrators and school personnel						
f. other (specify)						

16 22.2

TABLE 2. V102

Question 16: Revisions to Adult Education Program is best described through some of the following

ALPHABET	P00.1047			P00.1047		
	Choice 1 responses %	Choice 2 responses %	Choice 3 responses %	Choice 1 responses %	Choice 2 responses %	Choice 3 responses %
1. separate the two segments from the first segment	11	13.3				
2. make subject matter relevant to everyday life	10	40.8	10	19.3	40	34.7
3. require genuine concern for a student by calling the student by telephone or sending a post card when he misses a class		11	13.3			17
4. attempt to motivate the student by not attending class						
5. compliment a student's appearance						
6. motivate the student	11	13.3				
7. provide a student whom the teacher frequently reprimands a reward	20	25.8	10	19.3	40	34.7
8. accept each individual on a portion of each and dignity	11	13.3	10	19.3	40	34.7
9. other (specify)						

TABLE 1

Question 17. Total amounting to a total should be concerned with each of the following three

No. of cases	First round			Second round		
	Choice 1 percentage	Choice 2 percentage	Choice 3 percentage	Choice 1 percentage	Choice 2 percentage	Choice 3 percentage
1. Question 17. Total amounting to a total should be concerned with each of the following three	10	10	10	10	10	10
2. Question 17. Total amounting to a total should be concerned with each of the following three	10	10	10	10	10	10
3. Question 17. Total amounting to a total should be concerned with each of the following three	10	10	10	10	10	10
4. Question 17. Total amounting to a total should be concerned with each of the following three	10	10	10	10	10	10
5. Question 17. Total amounting to a total should be concerned with each of the following three	10	10	10	10	10	10
6. Question 17. Total amounting to a total should be concerned with each of the following three	10	10	10	10	10	10
7. Question 17. Total amounting to a total should be concerned with each of the following three	10	10	10	10	10	10
8. Question 17. Total amounting to a total should be concerned with each of the following three	10	10	10	10	10	10
9. Question 17. Total amounting to a total should be concerned with each of the following three	10	10	10	10	10	10
10. Question 17. Total amounting to a total should be concerned with each of the following three	10	10	10	10	10	10

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Activity	Week 1		Week 2		Week 3		Week 4	
	Days	Hours	Days	Hours	Days	Hours	Days	Hours
1. Learning the basics of the course	1	10:00	2	10:00	3	10:00	4	10:00
2. Learning the basics of the course	1	10:00	2	10:00	3	10:00	4	10:00
3. Learning the basics of the course	1	10:00	2	10:00	3	10:00	4	10:00
4. Learning the basics of the course	1	10:00	2	10:00	3	10:00	4	10:00

TABLE 10

Summary of the results of the regression analysis

Variable	Model 1		Model 2		Model 3		Model 4	
	Parameter	Standard Error	Parameter	Standard Error	Parameter	Standard Error	Parameter	Standard Error
1. Intercept	1.00	0.00	1.00	0.00	1.00	0.00	1.00	0.00
2. Age	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3. Sex	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4. Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5. Income	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6. Unemployment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7. Inflation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. Interest rate	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9. Government spending	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10. Tax revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

SUBSTRATE	NEW YORK			NEW YORK		
	NUMBER OF SUBSTRATES	NUMBER OF SUBSTRATES	NUMBER OF SUBSTRATES	NUMBER OF SUBSTRATES	NUMBER OF SUBSTRATES	NUMBER OF SUBSTRATES
1. CRYSTALLINE POLYMER WITH ACRYLIC ACID GROUPS	10	10	10	10	10	10
2. CRYSTALLINE POLYMER WITH ACRYLIC ACID GROUPS	10	10	10	10	10	10
3. CRYSTALLINE POLYMER WITH ACRYLIC ACID GROUPS	10	10	10	10	10	10
4. CRYSTALLINE POLYMER WITH ACRYLIC ACID GROUPS	10	10	10	10	10	10
5. CRYSTALLINE POLYMER WITH ACRYLIC ACID GROUPS	10	10	10	10	10	10
6. CRYSTALLINE POLYMER WITH ACRYLIC ACID GROUPS	10	10	10	10	10	10
7. CRYSTALLINE POLYMER WITH ACRYLIC ACID GROUPS	10	10	10	10	10	10
8. CRYSTALLINE POLYMER WITH ACRYLIC ACID GROUPS	10	10	10	10	10	10
9. CRYSTALLINE POLYMER WITH ACRYLIC ACID GROUPS	10	10	10	10	10	10
10. CRYSTALLINE POLYMER WITH ACRYLIC ACID GROUPS	10	10	10	10	10	10

TABLE 1

Summary of the results of the survey of the distribution of the various types of land use in the various regions of the country.

Region	Land Use				Total			
	Forest	Grassland	Water	Other	Forest	Grassland	Water	Other
North	100	200	50	10	350	100	20	10
South	150	300	100	20	570	200	50	20
East	200	400	150	30	780	250	100	30
West	300	500	200	40	1040	300	150	40
Total	750	1400	400	100	2350	650	270	80

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TABLE XVII

CONFERENCE REACTION

GROUP III - HEALTH AND NUTRITION

PARTICIPANTS' PRE-TEST COMMENT	PARTICIPANTS' PRE-TEST COMMENT	PARTICIPANTS' POST-TEST COMMENT
What are three major learning outcomes you expect to gain from your Task Force group?	What are three major outcomes you expect to gain from the Institute?	The actual understanding or skills that you gained from your Task Force group:
1. Discuss methods, techniques and use of materials when teaching subject areas 2. Interchange of ideas through group participation and communication 3. Gain techniques for promoting Health and Nutrition 4. How to cope with problems related to Nutrition and Health along with other community problems	1. Develop new techniques, innovations, methods, materials when teaching subject areas to take back to local situations 2. Providing challenging activities to motivate the student 3. Interchange of ideas with other participants 4. Develop new techniques for recruiting, promoting and retaining students 5. A better understanding of the entire ABE Programs as related to problems in rural communication for better teaching	1. Developed an understanding of how to provide a delicious, nutritious and well-balanced tasty low-cost meal 2. Developed new techniques for recruiting and retaining students 3. Gained a better understanding of how to secure help from community agencies in regard to Health and Nutrition

TABLE XVIII

CONFERENCE REACTION

GROUP IV -- COMMUNITY AGENCY

PARTICIPANTS' PRE-TEST COMMENT	PARTICIPANTS' PRE-TEST COMMENT	PARTICIPANTS' POST-TEST COMMENT
What three major learning outcomes you expect to gain from your Task Force group?	What are three major outcomes you expect to gain from the Institute?	The actual understanding or skills that you gained from your Task Force group:
1. The utilization of community resources and their services 2. How to gain retention and recruitment in a farming community 3. How to promote an ABE program from both academic and social standpoint	1. To become skilled in organizing and implementing a strong ABE Program through effective methods and procedures in the use of materials 2. Develop skill in retention and recruitment (especially by providing transportation for ABE students) 3. To detect the motivational difference between the advantaged and the disadvantaged adult	1. Gained a better knowledge of what agencies are available in communities and how they can be helpful to students in ABE programs 2. Gained a better understanding of what ABE is all about 3. Learned how to develop agency "banks" that can be used with ABE programs 4. Received first hand information from representatives of various agencies 5. How to properly approach ABE students through communications

TABLE XIX

CONFERENCE REACTION

GROUP V - INTER-PERSONAL RELATIONSHIP

PARTICIPANTS' PRE-TEST COMMENT	PARTICIPANTS' PRE-TEST COMMENT	PARTICIPANTS' POST-TEST COMMENT
What are three major learning outcomes you expect to gain from your Task Force group?	What are three major outcomes you expect to gain from the Institute?	The actual understanding or skills that you gained from your Task Force group:
1. To improve teacher-student family relationships and relationships in general with all people	1. An interchange of information with other participants	1. ABE program can be improved through better inter-personal relationship between teacher and pupils
2. To identify and gain in-depth information on rural problems of Blacks and whites in poverty areas	2. Develop newer trends and methods on how to teach adults	2. Retention and recruitment can be improved through better inter-personal relationships
3. To improve relationships of the community with ABE students and other adult members of the community	3. How to motivate adults	3. A better understanding of community through different media
4. To employ methods that will create better retention, recruitment and participation in class		4. Acquired new techniques and methods of developing inter-personal relations
5. To interchange information with other participants concerning their methods, techniques and content information used with their ABE classes in order to carry back to local situation		5. Became familiar with community agencies available to ABE students
		6. Have gained new concepts and can perform a better job of teaching the ABE student
		7. Developed better methods and techniques of getting better student enrollment

APPENDIX I

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Thomas, Georgia 30768

Mr. Shirley Davis
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Mr. Ella C. Johnson
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Albany, Georgia 31706

Mr. Gene E. Lamon
1425 Washington Street
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Supplemental

Mr. Robert C. Brown
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Mr. Robert C. Brown
1911-1912
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Mr. Robert C. Brown
1911-1912
Supplemental

MEMBERS

1980

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Tulsa, Oklahoma 74103

1981

Mr. Robert L. Adams
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Tulsa, Oklahoma 74103

1982

Mr. J. H. Adams
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Mr. Robert L. Adams
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1983

Mr. Robert L. Adams
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Mr. Robert L. Adams
1000 N. 1st St.
Tulsa, Oklahoma 74103

APPENDIX

Mr. [Name]
[Address]
[City, State, Zip]

Mr. [Name]
[Address]
[City, State, Zip]

APPENDIX

Mr. [Name]
[Address]
[City, State, Zip]

Mr. [Name]
[Address]
[City, State, Zip]

Mr. [Name]
[Address]
[City, State, Zip]

Mr. [Name]
[Address]
[City, State, Zip]

Mr. [Name]
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Mr. [Name]
[Address]
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Mr. [Name]
[Address]
[City, State, Zip]

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1. The first step in the process of the development of a new product is the identification of a market need.
2. The second step is the selection of a product concept that meets the market need.
3. The third step is the development of a product prototype.
4. The fourth step is the testing of the product prototype.
5. The fifth step is the production of the final product.

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS 60637

1. _____

2. _____

3. _____

4. _____

5. _____

Adult Basic Education
Alabama State University
Montgomery, Alabama

APPLICATION FOR TEACHERS TO ATTEND
BLACK RURAL INSTITUTE

July 19 - August 6, 1971

- Mr.
Mrs.
1. Name Miss _____ Age _____ Race _____
 2. Home Address _____
Street City State Zip
 3. Business Address _____
Street City State Zip
 4. Home Telephone _____ Business Number _____
(Area Code & Number) (Area Code & Number)
 5. Sex: Male Female
Marital Status: Single _____ Married _____ Widowed _____
Divorced _____
U. S. Citizen: Yes No
 6. Number of Dependents (excluding yourself) who are claimable for Federal Income Tax Purposes _____
 7. Social Security Number _____
 8. Title of your permanent full-time position
(Teachers, give level(s) and subject area(s)) _____

 9. How long have you served in this position? _____
 10. Previous preparation and experience in Adult Education _____
_____ Number of Years _____
 - A. _____ Teacher
 - B. _____ Teacher-Counselor
 - C. _____ Teacher-Media Specialist
 - D. _____ Teacher-Trainer
 - E. _____ Administrator
 - F. _____ Other (specify)

G. Number of hours credit in Adult Basic Education _____

11. I have attended an Adult Basic Education Institute: Yes _____

No _____

If yes, Where? _____

When? _____

12. Do you plan to continue your training and/or experience in ABE programs?

13. Academic Background

A. _____ Less than high school

B. _____ High School diploma

C. _____ Some college, less than Baccalaureate

D. _____ Baccalaureate or above

14. List Colleges and Universities attended:

Name & Location of Institution	Dates Attended	Degrees	Major	Minor
1. _____				
2. _____				
3. _____				
4. _____				

15. Describe any other significant academic background you have had in Adult Basic Education (i.e., summer programs, workshops, institute training, military)

16. Which of the following geographical areas or population groups do you serve?

- | | | | |
|----|-----------------|----|--------------------------------------|
| A. | Model Cities | G. | American Indian |
| B. | Appalachia | H. | American Orientals |
| C. | Urban | I. | Negroes |
| D. | Suburban | J. | Spanish Surnamed Americans |
| E. | Rural | K. | Migrants |
| F. | Other (specify) | L. | Inmates of Correctional Institutions |
| | | M. | Other (specify) |

17. If you desire dormitory accommodations please check: Yes No

I certify that the statements made by me in this application are true, complete, and correct to the best of my knowledge and belief, and are made in good faith.

Signature of Applicant _____ Date _____

I recommend the above listed teacher or supervisor from my school system to attend an Adult Basic Education Institute, July 19 - August 6, 1971. I certify that this person is employed in the ABE program during the 1970-71 school year, or will be employed in the ABE program during the 1971-72 school year, and will be available to assist with the ABE area workshops.

Signed _____
Superintendent

School System

Signed: _____
Director, Adult Basic Education
State Department of Education

Mail application form and request for forms and other inquiries to your State Department of Education or Dr. Marshall L. Morrison, Adult Basic Education, Alabama State University, Montgomery, Alabama 36104. Selection of Participants will be the responsibility of the grantee and your State Department of Education. The Office of Education does not select the participants and does not provide information relative to deadlines or to the criteria for selection of participants by organizations. Applications for the institute should be postmarked no later than June 14, 1972.

ALABAMA STATE UNIVERSITY

MONTGOMERY, ALABAMA

ADULT BASIC EDUCATION REGISTRATION

1. Name _____ Address _____
2. Dormitory or City Address _____ Sex _____
3. Local Telephone Number _____
4. State and County in which you teach _____
 - a. Name and address of school _____
 - b. Are you an ABE teacher? _____
5. School last attended _____
6. Did you graduate? _____ Degree _____
7. How are you traveling? (Check one) Air Car Bus
8. Roundtrip (mileage) from your home address to Alabama State University _____
9. Roundtrip fare if not traveling by car _____
10. Number of dependents (not to exceed 3 for each week of the Institute and receives one-half or more of his support from you) _____
11. Parent or Guardian
Name _____
Address _____
Telephone No. _____
Relationship _____

THE TASK FORCE RATIONALE

Guidelines for the Content Area Specialists

I. Establishing the Context or Rationale for Learning Activities

- A. Who are the participants?
- B. Where are they from?
- C. What are their purposes here?
- D. How may their potentials be used to the fullest extent?

II. The Problem

- A. Identification of the Problem
 1. Sub-problems
 2. What problems in the five content areas show interrelationships?
 - a. How may the interrelated problems best be attacked?
- B. Delineation of the problem
- C. Limitation of the problem
- D. Why the problem is significant

III. The Purposes of the Learning Activity

- A. What are the long-range goals?
- B. What are the short-range goals?
- C. Importance of stating objectives in behavioristic terms

IV. The Methods and Procedures of the Learning Activity

- A. Organization for work
 1. The Institute design
 2. The Institute process
 3. Personnel of the Institute
 - a. The Consultants -- Their function
 - b. The Content Area Specialists -- Their function
 - c. Staff Associates -- Their function
 - d. The Task Forces -- Their function
 - e. Sub-groups (component parts of Task Force) -- Their function
 - f. Student assistants -- Their function
 - g. Clerical assistants -- Their function
- B. Organization for Information Exchange and Group Interaction
 1. The Moving Reporters -- Their function
 2. Inter-group activity
 - a. Purposes and procedures
 3. The Reactor Panel -- Its function
 4. Inter-group Panelists -- Their function

V. Problem Solutions

- A. In light of the problems identified, what appears to be the practical solution?

- B. What personnel should be, and will be, involved in the problem solution?
- C. How will they be involved?
- D. What organizational reforms (if any) will be necessary?
- E. What resources and resource persons will be needed?
 - 1. How may these best be used?
- F. How may problems in other content areas of the Institute be used to enhance capability of your solutions?

VI. Evaluation

- A. The importance of the day-by-day evaluation
- B. The importance of the evaluation of one's own activities in the Institute
- C. The importance of evaluation of one's activities within the Task Force
- D. The importance of evaluating the effectiveness of the Task Force
- E. The importance of a synoptic view in evaluating the Institute
- F. Evaluating in light of the stated purposes of the Institute
- G. Evaluating in light of desired outcomes
- H. The follow-up

ACTIVITY SELECTION FORM

Adult Basic Education Section

PLEASE SUPPLY THE FOLLOWING DATA:

1. NAME Mr. _____ Ms. _____ Mrs. _____

2. HOME ADDRESS _____ Street _____ City _____ State _____ Zip _____

3. BUSINESS ADDRESS _____ Street _____ City _____ State _____ Zip _____

4. SEX Male _____ Female _____

MARITAL STATUS Single _____ Married _____ Widowed _____

5. TITLE OF YOUR PERMANENT FULL-TIME POSITION
(Teacher give location and subject areas)

6. How long have you served in this position?

7. Previous experience in Adult Education

No. of years

- a. Teacher
- b. Teacher/Instructor
- c. Teacher/Media Specialist
- d. Teacher/Trainer
- e. Administrator
- f. Other (specify)

8. What is the average yearly income of the adults you teach?

\$1000, \$2000, \$3000, \$4000, \$5000,
\$6000, \$7000, \$8000, \$9000, \$10,000

DIRECTIONS: Select the statements that you feel are most important and place the letter in the blank space provided to the left of the number in order of importance to you.

First Choice Second Choice Third Choice

9. The three goals of a good adult education program might be:

(a) developing skills in education and enrichment

- (a) teaching French with
- (b) teaching with French
- (c) teaching French and English
- (d) teaching French and English
- (e) teaching English with a computer with French
- (f) teaching French and English in computer with French
- (g) teaching in the general public
- (h) teaching French with a computer with French
- (i) other specific

Page 1000 French 1000 French 1000

(a) is teaching French with French, the French and English

- (b) French management
- (c) French management
- (d) French management
- (e) French management
- (f) French management
- (g) French management
- (h) French management
- (i) other specific

(a) is teaching French and English, the French and English

- (b) French management
- (c) French management
- (d) French management
- (e) French management
- (f) French management
- (g) French management
- (h) French management
- (i) other specific

(a) is teaching French and English, the French and English

- (b) French management
- (c) French management
- (d) French management
- (e) French management
- (f) French management
- (g) French management
- (h) French management
- (i) other specific

Item Number Item Number Item Number

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10. Development of youth education program is best designed through three of the following

- (a) integrated activity
- (b) identification of existing opportunities for self-education in a school
- (c) selection of a group and a subject matter for
- (d) general interest with regard to the community life and self-education
- (e) development of interest
- (f) other specific

100000 100000 100000

11. Factors that determine the youth education program are

- (a) education
- (b) health
- (c) self-education
- (d) self-education
- (e) other specific

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12. If a youth education program is to be a service program, it should be designed to meet the following objectives

- (a) the student's understanding of other students
- (b) the student's understanding of the teacher
- (c) the student's understanding of the community in which he lives
- (d) the student's understanding of the student's family and community and community groups
- (e) student's understanding of other educational and cultural activities
- (f) other specific

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13. Development of youth education program is best designed through three of the following

- (a) selection of the youth education program by the teacher
- (b) selection of the youth education program by the student
- (c) selection of the youth education program by the teacher and the student
- (d) selection of the youth education program by the teacher and the student and the community
- (e) selection of the youth education program by the teacher and the student and the community and the student
- (f) selection of the youth education program by the teacher and the student and the community and the student and the community
- (g) selection of the youth education program by the teacher and the student and the community and the student and the community and the student
- (h) selection of the youth education program by the teacher and the student and the community and the student and the community and the student and the community
- (i) selection of the youth education program by the teacher and the student and the community and the student and the community and the student and the community and the student
- (j) other specific

Section 1

Journal of Management Education

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Indiana State University

Department of Business

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Terre Haute, Indiana 47799

Phone (317) 234-2200

Fax (317) 234-2201

Website: www.indiana.edu

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100

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TASK FORCE SCHEDULE FOR SECOND WEEK

	Monday	Tuesday	Wednesday	Thursday	Friday
I.	Communicative Skills	Communicative Skills	Interpersonal Relations	Interpersonal Relations	Using Community Agencies
II.	Consumer Education	Consumer Education	Communicative Skills	Communicative Skills	Interpersonal Relations
III.	Health and Nutrition	Health and Nutrition	Consumer Education	Consumer Education	Communicative Skills
IV.	Utilization of Community Agencies	Utilization of Community Agencies	Health and Nutrition	Health and Nutrition	Consumer Education
V.	Interpersonal Relations	Interpersonal Relations	Utilization of Community Agencies	Utilization of Community Agencies	Health and Nutrition

NOTE: During the second and third weeks of the Institute, each of the five Task Forces will be on a two-day revolving schedule. This will allow each Task Force to be exposed to some of the learning experiences that have been developed by other Task Forces of the Institute. However, during the first and last hour of each Institute day (8 A.M. to 9 A.M. and 3 P.M. to 4 P.M.) each Task Force will meet with their initial Area Specialist for the purpose of evaluating Institute progress, assigning new tasks, and possibly revising some procedures. Thus, a coherent, continuous, and sequential learning experience may be assured for each member of each Task Force of the Institute.

TASK FORCE SCHEDULE FOR THIRD WEEK

Task Force	Monday	Tuesday	Wednesday	Thursday	Friday
I.	Utilization of Community Agencies	Health and Nutrition	Health and Nutrition	Consumer Education	Consumer Education
II.	Interpersonal Relations	Utilization of Community	Utilization of Community	Health and Nutrition	Health and Nutrition
III.	Communicative Skills	Interpersonal Relations	Interpersonal Relations	Utilization of Community Agencies	Utilization of Community Agencies
IV.	Consumer Education	Communicative Skills	Communicative Skills	Interpersonal Relations	Interpersonal Relations
V.	Health and Nutrition	Consumer Education	Consumer Education	Communicative Skills	Communicative Skills

NOTE: For the convenience of each participant of the Institute, a daily time schedule has been enclosed in your Institute folder. This schedule should help you to determine your activity during the period of your participation in this Institute. And though, we hope that your learning experiences in the Institute will be both pleasant and profitable, it seems to be a reasonable assumption that your acceptance as a participant implies definite commitments to the goals and purposes set forth for the Institute. Some call it dedication; some call it commitment; we choose to call it **ACCOUNTABILITY**.

4 20017

THE FOLLOW-UP ABE INSTITUTE ALABAMA STATE UNIVERSITY

JULY 19 - AUGUST 6, 1972

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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AND
ALABAMA STATE UNIVERSITY

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"FOLLOW-UP STUDY OF INSTITUTE"

To the Reader:

This report of the "follow-up study" of the 1972 Summer Institute for teacher training held on July 19, through August 6, 1971, at Alabama State University, Montgomery, Alabama seeks to report the findings which will determine whether or not the Institute met its purpose, and to evaluate the effectiveness of the Institute.

The report further seeks to identify the chief strengths and chief weaknesses of the Institute, as reported in the section of the report which attempts to give the evaluation and/or assessment of the Institute.

This report also provides an opportunity to read firsthand how participants of varying backgrounds and experiences made up a unified group of individuals with only one purpose in mind—to gain new ideas and ways of making their local situation better for their ABE students.

The "follow-up" was designed so that its stated purposes could be reasonably met or accomplished. It was also designed so that reactions from each individual involved in the Institute could be used in the evaluation — Specialists, Consultants, State Directors, Local State and National officials and the ABE Staff at Alabama State University.

It is hoped that this report will give impetus to other similar Institutes held and will provide incentive for future Institutes of this kind.

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INTRODUCTION

A "follow-up study" of the UNICE Institute was proposed and accepted in the original Proposal, which was submitted to officials of (HEW), (Health, Education, and Welfare) in Washington during the Spring of 1971, before the Institute began July 18, 1971.

It was stated in the HEW guidelines for proposal writing (inclusive of estimated budgets) that a team of evaluators be selected by the *grantee* to evaluate the Institute; however, this directive was rescinded and the *grantee* was informed that HEW would send evaluators to assess the effectiveness of the Program. When an evaluatory team came to evaluate the program, it became necessary for the staff and participants to devise a method or develop an instrument of evaluation. With limited or inadequate time for the development of a proper evaluatory instrument, the evaluation of the Institute was one of a hurried self-appraisal.

Although the academic climate of the Institute seemed most conducive to the teaching-learning process and the central purpose of the Institute seemed reasonably achieved -- which is substantiated by an informal data-gathering process -- the ABE (Adult Basic Education) staff thought that a "follow-up study" of the participants, once they had returned to their respective positions in their local situations, would be the most significant feedback for evaluating the effectiveness of the Institute.

The Purposes of the Follow-Up

In order to accomplish the purposes that were set-up for the "follow-up study," it was essential that certain goals be set up also, since goals determine the place or object one is trying to reach and purposes describe how one proposes to reach his goals. The immediate or short-range goals, which were needed for the initial planning were formulated and stated as follows:

- (1) To devise an instrument to evaluate the program.
- (2) To evaluate the Institute through an informal data-gathering process.
- (3) To assess the Institute through self-appraisal.
- (4) To determine the chief strengths of the Institute.
- (5) To determine the chief weaknesses of the Institute.
- (6) To discover to what extent, if any, were the participants' needs met.
- (7) To determine if consultants and specialists evidenced capabilities of meeting the needs of participants.
- (8) To determine if participants were involved in the decision-making process of Institute procedures.

The key-range goals that the Institute sought to accomplish were stated as follows:

- (1) To assess the Institute's significance in terms of its achievement, meaningfulness, and helpfulness to participants in their present local positions in 1988.
- (2) To investigate any future functions in 1988 that may be approved by the State of Alabama.
- (3) To make a comparison of other 1988 Institute candidates in a similar manner to the one held at Alabama State University.
- (4) To make a compilation of supportive data for improvement as collected by trained operators, administrators, and participants.
- (5) To determine whether or not the Institute served the purposes for which it was designed.
- (6) To finalize the Summer Institute as the 1988, 1989 Project.

In addition to achieving the short-range and long-range goals as have been stated previously, the following intermediate programs were achieved:

- (1) To determine to what extent, if any, the needs and stated objectives were met.
- (2) To determine to what extent the organization and operation of the Institute contributed to the successful operation of the Institute.
- (3) To determine to what extent was the emotional atmosphere one that showed evidence of a feeling of achievement, of well-being, of responsibility, of full participation on the part of participants and operators.
- (4) To determine the number of changes participants would make provided opportunity arose for conducting another Institute of this nature.

Implications for Program Planning and Program Development And Assessment

There were many significant implications as to program planning, program development and assessment. This can be seen most in the training planned for operators who served in the Institute, participants themselves and not to participants, and the Future-Fly of 1989 National Summer Institute. These programs were not only well planned, but also were well developed. The achievement, value, and interesting aspect of the meeting of the operators,

STRENGTHENING THE

WORLD BANK GROUP

The World Bank Group is a unique institution that has helped more than 100 countries in the world to develop their economies and improve the lives of their people. It is the only international organization that provides a full range of financial and technical assistance to its member countries.

The World Bank Group is made up of five institutions: the International Bank for Reconstruction and Development (IBRD), the International Development Association (IDA), the International Finance Corporation (IFC), the Multilateral Investment Guarantee Agency (MIGA), and the International Centre for the Settlement of Investment Disputes (ICSID).

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The World Bank Group's assistance is provided in a variety of ways, including loans, grants, and technical assistance. It also provides insurance and guarantees for investments in developing countries. The World Bank Group's assistance is based on the principle of partnership, and it works closely with its member countries to ensure that its assistance is effective and sustainable.

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1. The first step in the process of the scientific method is to ask a question.
2. The second step is to do background research.
3. The third step is to form a hypothesis.
4. The fourth step is to test the hypothesis by conducting an experiment.
5. The fifth step is to analyze the data and draw a conclusion.
6. The sixth step is to communicate the results of the experiment.
7. The seventh step is to repeat the experiment to verify the results.
8. The eighth step is to publish the results of the experiment.
9. The ninth step is to have the results of the experiment reviewed by other scientists.
10. The tenth step is to use the results of the experiment to develop a theory.

- (8) The social activities that were provided for the participants.
- (9) The selection of participants by the State Directors of ABE in each state represented.

The chief weaknesses of the Institute as submitted by some of the specialists are listed as follows:

- (1) One specialist out of the five represented at the meeting said the "roving reporter" from the other four groups did not report to his group.
- (2) There was a shortage of personnel in the audio-visual aids department due to the summer vacation period, therefore films could not always be previewed before presenting to the classes.
- (3) A special person should have been provided to manipulate tape recorders, so that participants would be free to listen and not be distracted by having to operate the recorders.
- (4) There was inadequate space to accommodate combined groups of two or more task forces for purposes of showing films to more than one group.
- (5) Little provision was made for consultants to share in small group discussions.
- (6) Non-participation of the staff in off campus activities contributed to small percentage of participants taking part.
- (7) No allowances for participants from some state to meet by state and discuss problems that may have been similar.

Summary and Conclusions

In conclusion, the Institute can be considered successful in all aspects. It seemed that all participants involved had many common interests and also many of their problems were identical in most instances. This established a common bond between them.

It was most amazing to see how materials were gathered to take back home for use in participants' own situations. They all seemed to be seeking for something. This could be discerned in their expressions and their interest shown.

Although there were many accomplishments made, the changes in attitudes, outlooks, opinions and ways of thinking was one among the most impressive accomplishments of the participants.

Appendix

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Dear Co-Worker:

We are in the process of setting up a program for the continuation or a follow-up of the Institute which was conducted at Alabama State University the summer of 1971 (last summer) for ABE teachers under the direction of the Adult Basic Education Department.

To accomplish this purpose we are interested in having you participate (content area specialists), and offer suggestions in a meeting to be held on Saturday, March 4, 1972 at 9:00 apm., Council Hall in the office of Dr. Morrison.

During the meeting we would like to consider several questions: (1) In your opinion what were the chief strengths of the Institute? (2) In your opinion what were the chief weaknesses of the Institute? (3) If we have the opportunity to conduct a Summer Institute again, what changes would you suggest? (4) To what extent, if any, did the consultants and specialists evidence capabilities in meeting the needs of the participants. (5) To what extent were the participants involved in making decisions that directly involved the institute procedures?

Would you be kind enough to let us know by return mail whether or not you would be able to participate on the date stated above.

By the way, you can expect an honorarium and a per diem while you are here. Certainly hope you can make it on Friday night in order for us to make an early start with our meeting on Saturday.

Thanking you for an early response in writing, I remain

Respectfully yours,

Jacob H. Bronaugh

March 1, 1972

The Adult Basic Education Institute in which you participated last summer at Alabama State University is being extended for the purpose of a Follow-up of that program to determine whether or not it served the purposes for which the Institute was designed.

To accomplish this purpose we would like to solicit your help, for it is very vital to the success of this activity.

Listed below are five questions we would like you to consider and give your frank opinions or answers to.

1. In your opinion what were the chief strengths of the Institute?
2. In your opinion what were the chief weaknesses of the Institute?
3. Should we have the opportunity to conduct an Institute again what changes would you suggest?
4. To what extent, if any, did the consultants and specialists evidence capabilities in meeting the needs of the participants?
5. To what extent, if any, were the participants involved in making decisions that directly involved the Institute procedures?

Thanking you for any early reply, I remain,

Respectfully yours,

Jacob H. Bronaugh

Please indicate below by circling or underlining your opinion of the effectiveness of the Summer Institute conducted on the Alabama State University campus July 19 through August 6, 1971.

1. To what extent were the physical facilities conducive to the health and comfort of the participants?
A very great extent; a great extent; some extent;
small extent; no extent
2. To what extent did the organization and operation of the Institute contribute to the systematic running of the program?
A very great extent; a great extent; some extent;
small extent; no extent
3. To what extent did the social climate contribute to a congenial atmosphere among all those who participated in the program?
A very great extent; a great extent; some extent;
small extent; no extent
4. To what extent was the academic climate geared to bring out the best effort of the participants?
A very great extent; a great extent; some extent;
small extent; no extent
5. To what extent was the emotional atmosphere one that showed evidence of a feeling of awareness, of well-being; of responsibility; of full participation on the part of the participants and specialists?
A very great extent; a great extent; some extent;
small extent; no extent
6. To what extent did the course content relate realistically to the needs and stated objectives of the Institute?
A very great extent; a great extent; some extent;
small extent; no extent
7. To what extent was there evidence of a genuine interpersonal relations between the directors, consultants, specialists and participants?
A very great extent; a great extent; some extent;
small extent; no extent
8. To what extent did the Institute utilize outside and local resource agencies?
A very great extent; a great extent; some extent;
small extent; no extent

5. To what extent did the specialists evidence capabilities, and competency in their special areas?

A very great extent; a great extent; some extent;
small extent; no extent

6. To what extent were the specialists' contributions to the Institute beneficial, comprehensible, informative and relevant to the needs of the group?

A very great extent; a great extent; some extent;
small extent; no extent

TABLE I

*Executive Team Participants after Leaving the Executive and Having
made 4 Years' entry to their Local situations.*

Executive Role	4-Year Local Status	3-Year Status	2-Year Status	1-Year Status	No Status
1. Physical Facilities	20	20	5	5	5
2. Administration & Operations	20	20	5	5	5
3. Social Climate	20	20	5	5	5
4. Academic Climate	20	5	5	5	5
5. Educational Atmosphere	20	20	5	5	5
6. Career Content	20	20	5	5	
7. Organizational Behavior	20	20	5		
8. Institute	20	20	5		
9. Communication & Community	20	20	5	5	
10. Unrelated Contributions	20	20	5	5	5

TABLE 3

The most effective agents of the National Youth

Number of publications	Number	Percentage
1. Governmental bodies Ministry of the Interior, Ministry of Education, etc.	27	26.7%
2. Governmental bodies Ministry of the Interior, Ministry of Education, etc.	26	25.2%
3. Ministry of the Interior, Ministry of Education, etc.	26	25.2%
4. The publication of the youth's own work	26	25.2%

COMMITTEE ON PARTICIPANTS

MEMBERS OF THE COMMITTEE ON PARTICIPANTS
WILL MEET ON WEDNESDAY, MAY 19, 1960, AT 10:00 A.M. IN ROOM 101, BLDG. 10, 1010 UNIVERSITY AVENUE, SEASIDE, CALIF.

The meeting will be held in Room 101, Bldg. 10, 1010 University Avenue, Seaside, Calif. The meeting will be held in Room 101, Bldg. 10, 1010 University Avenue, Seaside, Calif. The meeting will be held in Room 101, Bldg. 10, 1010 University Avenue, Seaside, Calif.

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John Jay

(The...)

1. The first part of the report is a general introduction to the project. It describes the objectives of the study and the methods used to collect and analyze the data. The introduction also provides a brief overview of the results of the study.

2. The second part of the report is a detailed description of the data collection process. It includes information about the sample size, the sampling method, and the data collection instruments used. This section also describes the procedures used to ensure the reliability and validity of the data.

3. The third part of the report is a detailed description of the data analysis process. It includes information about the statistical methods used to analyze the data and the results of the analysis. This section also describes the procedures used to ensure the reliability and validity of the results.

4. The fourth part of the report is a detailed description of the results of the study. It includes information about the findings of the study and the conclusions drawn from the results. This section also describes the procedures used to ensure the reliability and validity of the results.

5. The fifth part of the report is a detailed description of the implications of the study. It includes information about the practical implications of the findings and the recommendations for future research. This section also describes the procedures used to ensure the reliability and validity of the results.

6. The sixth part of the report is a detailed description of the limitations of the study. It includes information about the strengths and weaknesses of the study and the limitations of the findings. This section also describes the procedures used to ensure the reliability and validity of the results.